

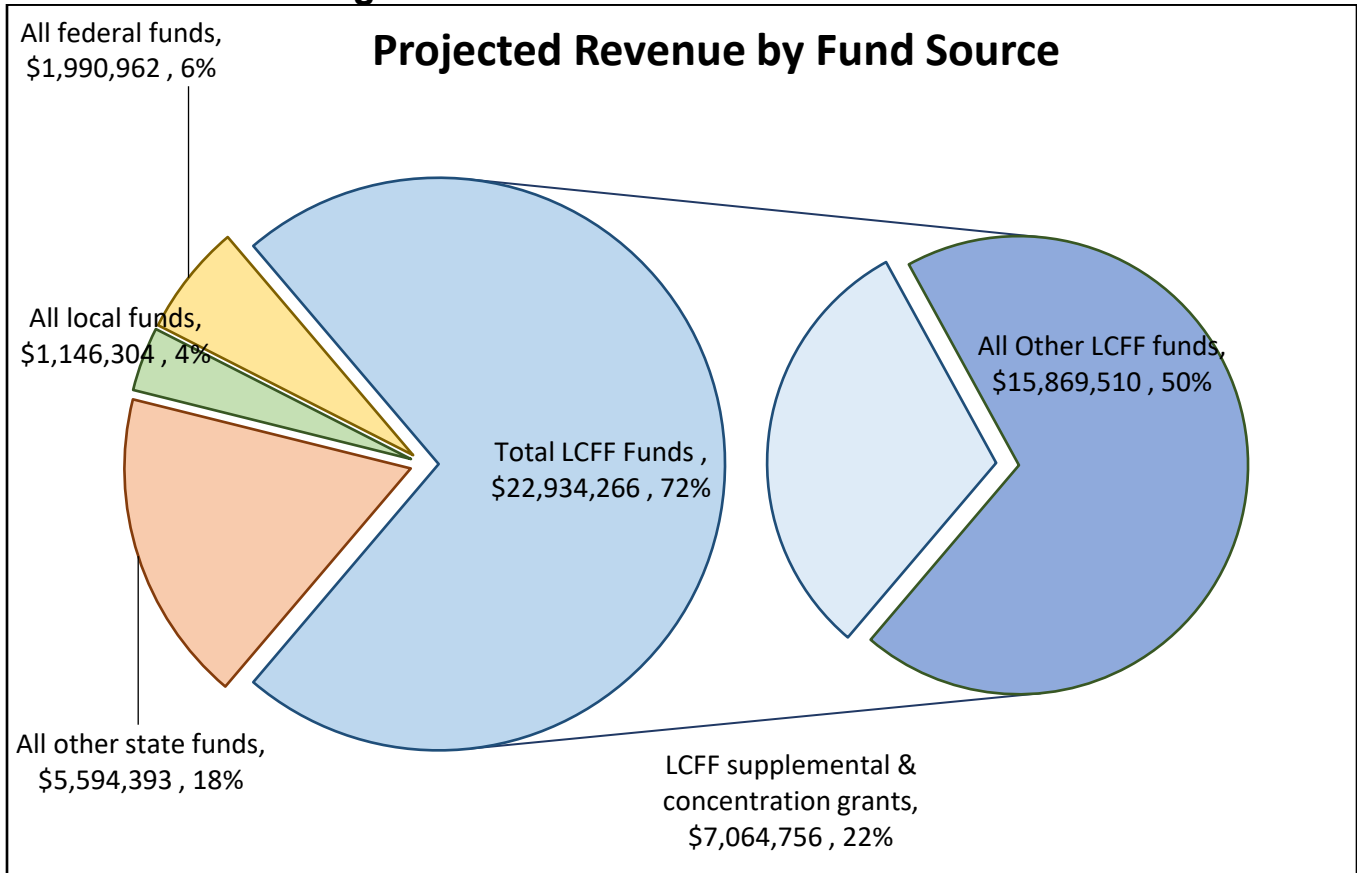


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Plains Unified School District  
CDS Code: 10-75234  
School Year: 2024-25  
LEA contact information:  
Felipe Piedra  
Superintendent  
fpiedra@gpusd.org  
(559) 693-1115

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

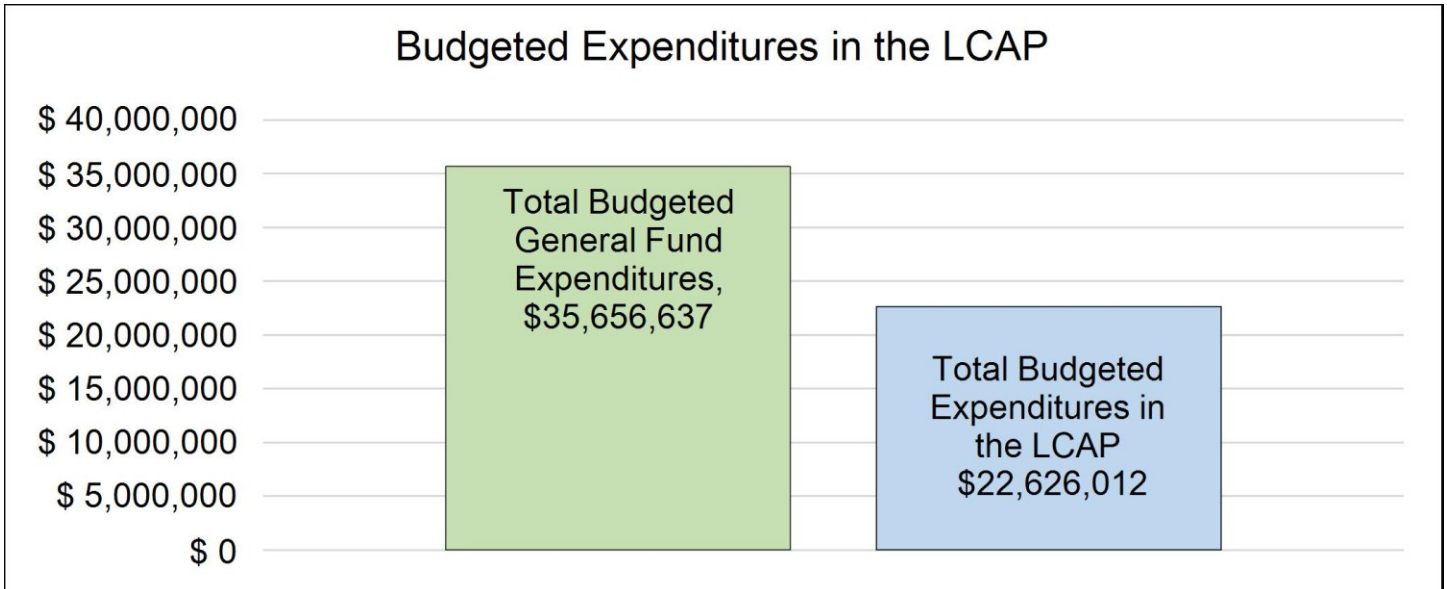


This chart shows the total general purpose revenue Golden Plains Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Plains Unified School District is \$31,665,925.00, of which \$22,934,266.00 is Local Control Funding Formula (LCFF), \$5,594,393.00 is other state funds, \$1,146,304.00 is local funds, and \$1,990,962.00 is federal funds. Of the \$22,934,266.00 in LCFF Funds, \$7,064,756.00 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 Golden Plains 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: Golden Plains Unified School District plans to spend \$35,656,637.00 for the 2024-25 school year. Of that amount, \$22,626,012.00 is tied to actions/services in the LCAP and \$13,030,625.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

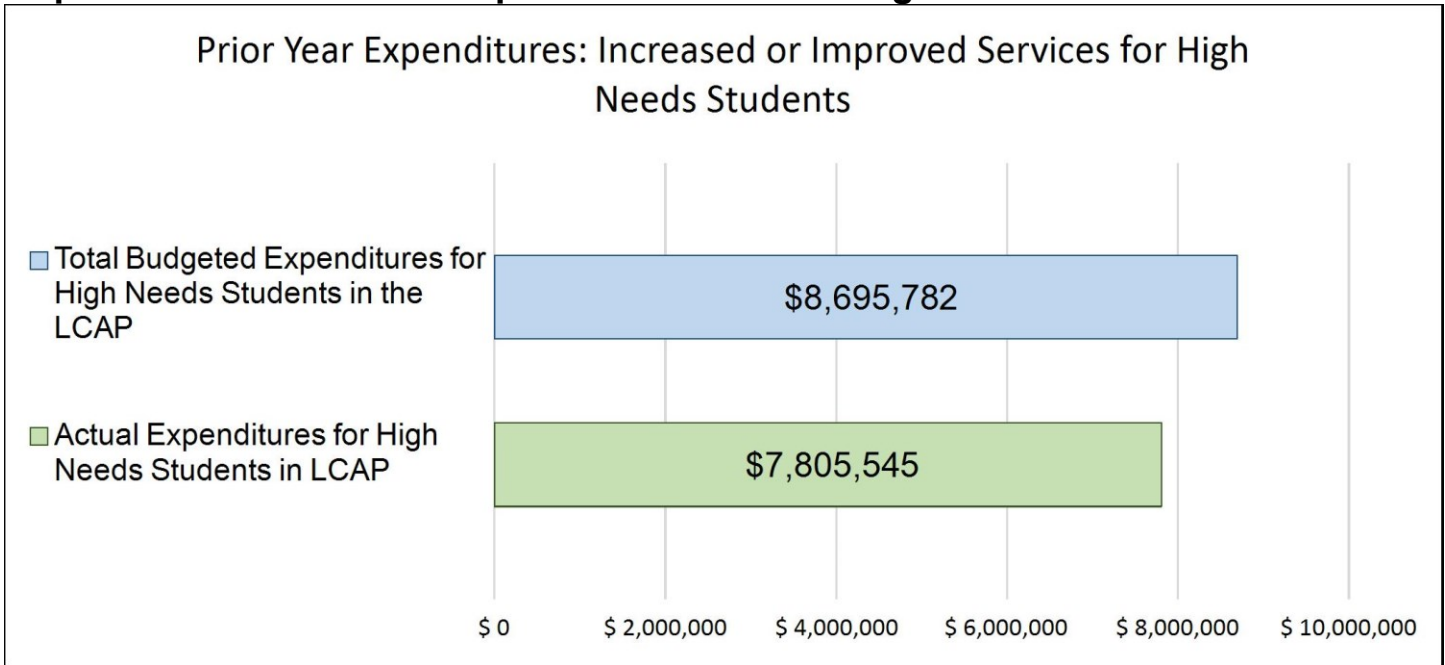
The District provides many services to support the core programs, including but not limited to learning facilitators, administrators, administrative staff, maintenance and operations staff, legal fees, utilities, property insurance, and purchases of materials and supplies to support day to day school activities.

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

In 2024-25, Golden Plains Unified School District is projecting it will receive \$7,064,756.00 based on the enrollment of foster youth, English learner, and low-income students. Golden Plains Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Plains Unified School District plans to spend \$8,419,631.00 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 Golden Plains 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 Golden Plains 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, Golden Plains Unified School District's LCAP budgeted \$8,695,782.00 for planned actions to increase or improve services for high needs students. Golden Plains Unified School District actually spent \$7,805,545.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-890,237 had the following impact on Golden Plains Unified School District's ability to increase or improve services for high needs students:

In 23-24 GPUSD maximized the used of ESSER funding to provide additional services for high need students such as English Learner, Low Income and Foster Youth and Homeless, as a result it reflected in decreased expenditures from Supplemental and Concentration funds. Also, GPUSD experienced significant difficulties hiring additional teacher and classified staff.



## 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
Golden Plains Unified School District	Felipe Piedra Superintendent	fpiedra@gpusd.org (559) 693-1115

# Goals and Actions

## Goal

Goal #	Description
1	All students will demonstrate growth and achievement in English Language Arts and Mathematics; the number of English Learners attaining English Language Proficiency will increase.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. English Learner Progress (K-12)	42.6% students made progress toward language proficiency. (Dashboard 2019)	2020-2021  10.7% English Learners made progress toward language proficiency (ELPAC Summative)	34.6% students made progress toward language proficiency. (Dashboard 2022)	38.8% English learners made progress toward language proficiency (ELPAC Summative 2023)	English Learner Progress will increase by 3% annually and or maintain 60%
2. Graduation Rate (9-12)	2019-2020. Four-Year Graduation Rate  All Students: 91.1%  English Learners: 79.5%  (DataQuest 2020)	2020-21 Four Year Graduation Rate  All Students: 93.2%  Low Income: 93.2%  English Learners: 86.5%	2022-22 Four Year Graduation Rate  All Students: 84.4%  Low Income: 85%  English Learners: 71%	2022-2023 Four Year Graduation Rate  All Students:87.9%  Low Income: 89.8%  English Learners: 26.88%	Increase Overall Graduation rate by 1%.annually and/or maintain (95% or higher)  Increase English Learner graduation rate by 1%.annually and/or maintain (95% or higher)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth: NA  (DataQuest 2021)	Foster Youth: NA  (DataQuest 2022)	Foster Youth: 1.08%  (DataQuest 2023)	Increase Foster Youth/Homeless graduation rate by 1%.annually and/or maintain (95% or higher)  Increase Low Income graduation rate by 1%.annually and/or maintain (95% or higher)
3. EAP % Pupils College/Career Ready (ELA)	English Language Arts/Literacy:  2018-2019 Standard Exceeded: 7.69%  2018-2019 Standard Met: 27.88% (DataQuest 2019)	All English Language Arts/Literacy 11th Grade  All Standard Met: 38.5%  Low Income Standard Met: 37.18 %  English Learners Standard Met: 7.14 %	All English Language Arts/Literacy 11th Grade  All Standard Met: 24% (Corrected from 31.58%)  Low Income Standard Met: 12.16%  English Learners Standard Met: 4.76%	All English Language Arts/Literacy 11th Grade  All Standard Met: 29.48%  Low Income Standard Met: 14.71%  English Learners Standard Met: 13.51%%	All English Language Arts/Literacy 11th Grade  All Standard Met: Increase 3% in English Language Arts  Low Income Standard Met: Increase 3% in English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth Standard Met:NA  Data Year: 2021 Data Source DataQuest	Foster Youth Standard Met:NA  Data Year: 2022 Data Source DataQuest	Foster Youth Standard Met:NA  Data Year: 2023 Data Source DataQuest 2024	English Learners Standard Met: Increase 3% in English Language Arts  Foster Youth Standard Met:NA  Data Year: 2023 Data Source DataQuest
4. SBAC Assessments: English Language Arts	English Language Arts/Literacy:	All English Language Arts/Literacy Standard Met: 17.64%  Low Income Standard Met: 17.86%  English Learners Standard Met: 7.71%	All English Language Arts/Literacy Standard Met: 17.23 %  Low Income Standard Met: 16.47%  English Learners Standard Met: 6.63%	All English Language Arts/Literacy Standard Met: 21.66 %  Low Income Standard Met: 21.867%  English Learners Standard Met: 9.53%	All English Language Arts/Literacy Standard Met: Increase 10% in English Language Arts  Low Income Standard Met: Increase 10% in English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth Standard Met: NA  Data Year: 2021 Data Source: DataQuest	Foster Youth Standard Met: NA  Data Year: 2022 Data Source: DataQuest	Foster Youth Standard Met: NA  Data Year: 2023 Data Source: DataQuest	English Learners Standard Met: Increase 10% in English Language Arts  Foster Youth Standard Met: NA  Data Year: 2023 Data Source: DataQuest
5. SBAC Assessments: Mathematics	Mathematics:	SBAC Mathematics: 10.30%  English Learners 2021-2022 Standard Met: 10.3%  Low Income: 2021-2022 Standard Met: 10.64%	SBAC Mathematics: 12.17%  English Learners Standard Met: 5.1%  Low Income: Standard Met: 12.36%  Foster Youth	SBAC Mathematics: 15.85%  English Learners Standard Met: 10.35%  Low Income: Standard Met: 15.40%  Foster Youth	SBAC Mathematics: Increase 5% in Math  English Learners Standard Met: Increase 5% in Math  Low Income: Standard Met: Increase 5% in Math



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth 2021-2022 Standard Met: NA  Data Year: 2021 Data Source: DataQuest	Standard Met: NA  Data Year: 2022 Data Source: DataQuest	Standard Met: NA  Data Year: 2023 Data Source: DataQuest	Foster Youth Standard Met: NA  Data Year: 2023 Data Source: DataQuest
6. A-G % Pupils	A-G requirements met = 35.3%  (DataQuest 2020)	All Students A-G Met: 46%  Low Income A-G Met: 45.2%  English Learners A-G Met: 24.4%  Foster Youth A-G Met: NA  Data Year: 2021 Data Source: DataQuest 2021	All Students A-G Met: 53.6%  Low Income A-G Met: 50.0%  English Learners A-G Met: 0.9%  Foster Youth A-G Met: NA  Data Year: 2022 Data Source: DataQuest 2022	All Students A-G Met: 36.5%  Low Income A-G Met: 34%  English Learners A-G Met: 5.8%  Foster Youth A-G Met: 2.9%  Data Year: 2023 Data Source: DataQuest 2023	All Students A-G Met: Increase by 5% annually.  Low Income A-G Met: Increase by 5% annually.  English Learners A-G Met: Increase by 5% annually.  Foster Youth A-G Met: NA  Data Year: 2023 Data Source: DataQuest 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7. AP% Pupils 3 or higher	2019-2020 30 students took an AP exam. 80% of student scored a 3 or higher. (DataQuest 2020)	All Students AP Metric Met: 68% Data Year: 2021 Data Source: DataQuest 2021	All Students AP Metric Met: 100% 18/18 Data Year: 2022 Data Source: DataQuest 2022	All Students AP Metric Met: 63% 12/19 AP Spanish 11/11 AP CSP 1/8  Low Income: 100%  English Learners: Redesignated = (17/19) 89.47% English Only = ( 1/19) 5.26% English Learner = (1/19) 5.26%  Foster Youth: N/A  DataQuest: 2023	Maintain 80%  Data Year: 2023 Data Source: DataQuest 2023
8. CTE Pathway Completion	Student Completers: 155 students (at least 1 pathway)	All Students Students Completers: 36	All Students:307 Total Completers: 19.4%	All Students Total Completers: 12.9%	Maintain student completers between

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Agriculture and Natural Resources: 2 Agriscience: 143 System Diagnostics, Service and Repair: 15 (CALPADS 2020)	Data Year: 2021 Data Source: CALPADS 2021)	Data Year: 2022 Data Source: CALPADS	Low Income: 12.9% English Learners: Foster Youth:  Data Source: CALPADS 2023	150-160 in all pathways.  Data Year: 2023 Data Source: CALPADS
9. Standards Implementation for all students and EL access to CCSS and ELD Standards	Implementation of Standards: 4.2 out of 5 or Full Implementation. (2019 Dashboard)	Implementation of Standards: 4.2 out of 5  (2021 Dashboard)	Implementation of Standards: 4.2 out of 5  (2022 Dashboard)	Implementation of Standards: 2.5 out of 5  (2023 Dashboard)	Increase .3% annually  (2023 Dashboard)
10. Access to Broad Course of Study	Elementary Students enrolled in programs SEAL Classes TK-5: 662 Dual Immersion TK-3: 148 ERWC offered in 7-12: 749  Tranquillity High School Courses	Elementary Students enrolled in programs SEAL Classes TK-5: 659 Dual Immersion TK-4: 177 ERWC offered in 7-12: 641  Tranquillity High School Courses:	Elementary Students enrolled in programs SEAL Classes TK-5: 644 Dual Immersion TK-4: 178 ERWC offered in 7-12: 626  Tranquillity High School Courses:	Elementary Students enrolled in programs SEAL Classes TK-5: Dual Immersion TK-4: ERWC offered in 7-12:  THS - 80  Tranquillity High School Courses:	Maintain these elementary programs SEALClasses TK-5 Dual Immersion TK-2 ERWC offered in 7-12  Maintain Tranquillity High School Broad Courses ROP-Maintain courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ROP/CTE: Agriculture and Natural Resources; Agriscience; System Diagnostics; Service and Repair.</p> <p>West Hills College/Dual Enrollment: 65</p> <p>Electives: AP computers, 3D Art, Band, Mock Trial, Leadership, Spanish</p>	<p>ROP/CTE: Agriculture and Natural Resources; Agriscience; System Diagnostics; Service and Repair.</p> <p>West Hills College/Dual Enrollment: 65</p> <p>Electives: AP computers, 3D Art, Band, Mock Trial, Leadership, Spanish</p>	<p>ROP/CTE: Agriculture and Natural Resources; Agriscience; System Diagnostics; Service and Repair.</p> <p>CTE Classes</p> <p>CTE Art I</p> <p>CTE Art II</p> <p>CTE Digital Media</p> <p>Introduction to Business</p> <p>Online Marketing</p> <p>Computer Science</p> <p>Entrepreneur</p> <p>Personal Finance</p> <p>ROP Classes</p> <p>ROP Auto Systems</p> <p>ROP Sports Medicine</p> <p>ROP Sports Athletics</p> <p>Ag Mech I</p> <p>Ag Mech II</p> <p>Ag Plant Science</p> <p>Ag Earth Science</p> <p>Ag Projects</p> <p>Auto Tech I</p>	<p>ROP/CTE: Agriculture and Natural Resources; Agriscience; System Diagnostics; Service and Repair.</p> <p>CTE Classes</p> <p>CTE Art I</p> <p>CTE Art II</p> <p>CTE Digital Media</p> <p>Ag Personal Finance</p> <p>Ag Financial Banking</p> <p>ROP Classes</p> <p>ROP Welding</p> <p>ROP Sports Medicine</p> <p>ROP Sports Athletics</p> <p>Ag Mech I</p> <p>Ag Mech II</p> <p>Ag Plant Science</p> <p>Ag Earth Science</p> <p>Auto Tech I</p> <p>Auto Tech II</p> <p>Electives: List all</p> <p>Ag Leadership</p>	<p>West Hills College/Dual Enrollment: Maintain courses</p> <p>Electives: Maintain courses</p> <p>Data Year: 2023-2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Auto Tech II Electives: List all Ag Leadership Academic Success Career Exploration AP Computer Science Cadet Academy Kinesiology & Health Athletic Training Beg Band Percussion Beg Guitar Advance Band Marching Band ASB Leadership Introduction to Computers Strength & Conditioning Spanish Theater Avid Medical Careers Spanish Journalism	Academic Success Career Exploration AP Computer Science Athletic Training Beg Band Percussion Beg Guitar Advance Band Advance Guitar ASB Leadership Ag Computer Apps Strength & Conditioning Spanish Theater Avid Intro to Medical Careers Spanish Journalism Mock Trial Introduction to Journal West Hills College/Dual Enrollment: #students Summer 2022: 38	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Mock Trial Get Focused Stay Focused Introduction to Journalism  West Hills College/Dual Enrollment: #students Summer 2021: 12 Fall 2021: 20 Spring 2022: 22  Data Year: 2022-2023	Fall 2022: 19 Spring 2023: 22 Summer 2023: 38 Summer 2024: 18  Data Year: 2023-2024	
11. Percent of Students who met or exceeded Physical Fitness Test 5th, 7th & 9th	Percent of Students who met or exceeded standards on the Physical Fitness Test for the 5th, 7th & 9th grade (greater than or equal to 4 of 6 fitness standards).  2018-2019 5th: 47% 7th: 38%	2021-2022 Test participation required.  5th: 107 of 122 (87.7%) Cantua: 23 of 23 Helm:9 of 10 SJES: 55 of 59 TES: 20 of 20	2021-202 Test participation required.  5th: 107 of 122 (87.7%) Cantua: 23 of 23 Helm:9 of 10 SJES: 55 of 59 TES: 20 of 20	2022-2023  5th: Cantua: 19 of 19 Helm:6 of 6 SJES: 54 of 62 TES: 24 of 24  7th Cantua: 14 of 18	Physical Fitness-increase  5th: 6% annually 7th:10% annually 9th: 6% annually  For 2021-2022, GPUSD should have 95% participation-- added 9/2/2022

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>9th: 50%</p> <p>Due to Covid-19 school closure, no Physical Fitness data from the 19-20 school year is available. (2019 DataQuest)</p>	<p>7th: 94 of 98 (95.9%)</p> <p>Cantua 15 of 16</p> <p>Helm: 7 of 7</p> <p>SJES: 54 of 57</p> <p>TES:18 of 18</p> <p>Tranquillity High School</p> <p>9th: 109 of 109 (100%)</p>	<p>7th: 94 of 98 (95.9%)</p> <p>Cantua 15 of 16</p> <p>Helm: 7 of 7</p> <p>SJES: 54 of 57</p> <p>TES:18 of 18</p> <p>Tranquillity High School</p> <p>9th: 109 of 109 (100%)</p> <p>(2022 DataQuest)</p>	<p>Helm: 4 of 6</p> <p>SJES: 50 of 52</p> <p>TES: 21 of 24</p> <p>Tranquillity High School</p> <p>9th: 96 of 96 (100%)</p>	
12. Standards Aligned Instructional Materials	2019-2020 Williams FIT Report Maintain No Insufficiencies of materials.	<p>No Insufficiencies of materials</p> <p>2021-2022 Williams FIT Report</p>	<p>No Insufficiencies of materials</p> <p>2022-23 Williams FIT Report</p>	<p>No Insufficiencies of materials</p> <p>2023-2024 Williams FIT Report</p>	<p>Williams FIT Report Maintain No insufficiencies of materials</p> <p>2023-24 Williams FIT Report</p>
13. EL Reclassification Rate	3.1% Reclassification (DataQuest 2020-2021)	<p>All English Learners: 2.8%</p> <p>(DataQuest 2020-2021)</p>	<p>All English Learners: 5.8%</p> <p>(CALPADS 2023)</p>	<p>All English Learners: 4%</p> <p>(CALPADS 2024)</p>	Increase 2% annually (DataQuest 2022-23)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
14. EAP% Pupils College/Career Ready (Math)	<p>Mathematics 2018-2019 Standard Exceeded .96%</p> <p>2018-2019 Standard Met 7.69% (CAASPP 2019)</p>	<p>SBAC Mathematics: 11th Grade</p> <p>All Students 2021-2022 Standard Met: 17.39 %</p> <p>English Learners 2021-2022 Standard Met: 0%</p> <p>Low Income: 2021-2022 Standard Met: 18.46%</p> <p>Foster Youth 2021-2022 Standard Met: NA</p> <p>Data Year: 2021 Data Source: DataQuest</p>	<p>SBAC Mathematics: 11th Grade</p> <p>All Students Standard Met: 8%</p> <p>English Learners Standard Met: 0%</p> <p>Low Income: Standard Met: 8%</p> <p>Foster Youth Standard Met: NA</p> <p>Data Year: 2022 Data Source: DataQuest</p>	<p>SBAC Mathematics: 11th Grade</p> <p>All Students Standard Met: 6%</p> <p>English Learners Standard Met: 0%</p> <p>Low Income: Standard Met: 6.25%</p> <p>Foster Youth Standard Met: NA</p> <p>Data Year: 2023 Data Source: DataQuest</p>	<p>SBAC Mathematics: 11th Grade</p> <p>All Students Standard Met: Increase 3% annually</p> <p>English Learners Standard Met: 3% annually</p> <p>Low Income: Standard Met: 3% annually</p> <p>Foster Youth Standard Met: NA</p> <p>Data Year: 2023 Data Source: DataQuest</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
15. Highly Qualified Teachers	<p>Fully Credentialed: 64 of 77 or 83%</p> <p>Teaching outside Subject Area of Competence: 0 (2020 SARC) (The number of fully credentialed teachers was reduced due to a re-interpretation of this metric. Teachers with emergency credentials will no longer being included as fully credentialed)</p>	<p>Fully Credential: 62 of 76 or 81.5%</p> <p>Teaching outside Subject Area of Competence: 0 (Human Resources GPUUSD)</p>	<p>Fully Credential: 63 of 75 or 84%.</p> <p>Misassignments: 12</p> <p>Vacancies: 0 (Human Resources GPUUSD)</p>	<p>Total FTE: 78%</p> <p>Clear: 78.3%</p> <p>Out-of-Field: 0</p> <p>Intern: 7.1%</p> <p>Incomplete: .6%</p> <p>Year: 2023</p> <p>Source: TAMO</p>	<p>Fully Credentialed teachers: 100%</p> <p>Teaching outside Subject Area of Competence: 0  (Dataquest 2023)</p>
16. NWEA MAPS ELA	<p>Golden Plains National Average</p> <p>Kinder 141.8 146.28</p> <p>1st 152.2 170.18</p> <p>2nd 159.8 181.20</p> <p>3rd 180.3 193.90</p> <p>4th 183.2 202.50</p> <p>5th 185.9 209.12</p> <p>6th 190.6 213.81</p> <p>7th 204.5 217.09</p> <p>8th 200.4 220.52</p>	This metric has been discontinued	This metric has been discontinued	This metric has been discontinued	Maintain or Increase 2% annually depending on grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9th 213.8 220.52 10th 217.5 222.91 11th 222.3 223.85 (NWEA MAPS 2021. This metric will be discontinued after 2020-21)				
17. NWEA MAPS MATH	Golden Plains National Average Kinder 144.4 150.13 1st 158.1 152.2 2nd 165.7 184.07 3rd 185.5 180.3 4th 187.5 206.05 5th 195.1 214.70 6th 198.2 219.56 7th 206.9 228.12 8th 209.2 228.12 9th 220.22 228.67 10th 224.9 231.21 11th 234.5 233.49 (NWEA MAPS 2021. This metric will be discontinued after 2020-21)	This metric has been discontinued.	This metric has been discontinued.	This metric has been discontinued	Maintain or Increase 2% annually depending on grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
18. Students who completed both a CTE pathway and A-G requirement	<p>2017-2018: 13 students (13/25 A-G met. 52%)</p> <p>2018-2019: 27 students (27/31 A-G met. 87%)</p> <p>2019-2020: 27 students (27/36 A-G met. 75%)</p>	<p>2020-2021: 15 students.</p> <p>15/36 A-G met. 60%</p>	<p>2021 - 2022: A-G Met: 55.59 % (51/109 Students)</p> <p>2021 - 2022: CTE pathway completion: (53/109 Students) 57.77%</p> <p>2021 - 2022: A-G with CTE pathway completion Met: (A-G/CTE): 10/53 or 18.88%</p> <p>(Dataquest 2022)</p>	<p>2022-2023 A-G Met: 36.56% (34/93 by Total Grads)</p> <p>2022 - 2023: CTE pathway completion: (12/93 divided by grads) 12.9%</p> <p>2022 - 2023: A-G with CTE pathway completion 2/34</p> <p>(Dataquest 2023)</p>	<p>Maintain 60% of students who fulfill a-g requirement also completing a CTE pathway.</p> <p>Year: 2022-2023</p> <p>Data Source: Dataquest: 2024</p>
19. SPED certification	N/A	N/A	<p>2020: 2 students</p> <p>2021: 0 students</p> <p>2022: 1 student</p>	<p>2 of 5 students--20%</p> <p>Year: 2023</p> <p>Source: Local Indicator</p>	<p>Maintain students earning certification at 1 student every year.</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.

Golden Plains Unified used the following rating scale to determine the LEA's progress in implementing the actions to achieve GOAL ONE. Rating were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1-- Exploration and Research Phase; 2--Beginning Development; 3--Initial Implementation; 4--Full Implementation; 5--Full Implementation and Sustainability.

The actions outlined in GOAL ONE supported the progress toward meeting the goal, "All students will demonstrate growth and achievement in English Language Arts and Mathematics; the number of English Learners attaining English Language Proficiency will increase."

#### 1.1 Books, Supplies, Services and Capital Outlay (Non)

Implementation Status: 4--Full Implementation

GPUSD provided board-approved Common Core State Standard (CCSS) and English Language Development (ELD) books and materials for grades K-12. Such materials included SEAL(soon to be phased out 2024-2025); ERWC, and Benchmark Advance and Benchmark Adelante. GPUSD did not review and purchase new social studies texts for all grade levels, and science texts for Tranquillity High School through our curriculum committees due to a shortage of administrators. In addition, GPUSD did not align contributing expenses to this action for an effective analysis because the CBO would not do so. As a result, the action was underspent \$297,145.

#### 1.2 Literacy Support (Contributing)

Implementation Status: 2--Beginning Development.

Students in GPUSD improved in ELA and ELD. GPUSD provided Instructional aides to assist teachers with small-group instruction, and student academic systems such as Imagine Learning and academic monitoring systems like NWEA. The expenditures for the year were \$407,454 less than budgeted, or only 56.6% budgeted. The CBO did not align resources adequately.

#### 1.3 Monitor Student Formative and Summative Achievement (Non)

Implementation Status: 2--Beginning Development. GPUSD needed to align non-contributing expenses to this action before an analysis. In addition, GPUSD needed to align contributing expenses to this action for an effective analysis. As a result, GPUSD is unable to determine any substantive difference in planned action compared to the actual implementation.

#### 1.4 Certificated and Classified Staff (Non)

Implementation Status: 4--Full Implementation. GPUSD was able to hire high school teachers in English and Math at the high school; however, like other school districts, a music teacher position was not filled. In addition, GPUSD needed to align contributing expenses to this action before an analysis. As a result, GPUSD was unable to determine any substantive difference in planned action compared to the actual implementation.

#### 1.5 Lower Class Size (Contributing)

Implementation Status: 4--Full Implementation. GPUSD has maintained lower class size at both the K-8 grade level and the 9-12 grade level. The CBO allocated \$1,417,178 more to this action than budgeted. The Director of Academics budgeted for the 2024-2025 LCAP and found that the CBO was probably accounting for extra instructional minutes and time for professional development.

#### 1.6 Recruiting and Retaining Highly Qualified Staff (Contributing)

Implementation Status: 4--Full Implementation. GPUSD has been able to hire high school teachers in English and Math at the high school; however, like other districts the music teacher position was not filled. GPUSD attended job fairs, and actively recruited highly qualified candidates. The approval of a 5% salary increase for the third year in a row helps attract interest in Golden Plains. No higher status can be given because action 6 was underfunded by 50%.

#### 1.7 English Learner Program (Contributing)

Implementation Status: 2--Beginning Development. A recent analysis of our English Learner Program revealed a lack of coordination and cohesion. First, EL coordinators were designated in March 2024, which is late in the year. The English Learner Program is being revised to meet Federal Program Monitoring guidelines. GPUSD needs a formative assessment tool to measure EL progress throughout the year to complete continuous improvement cycles. No additional teachers or staff were added to this action to support English Learner progress. In addition, the Sobrato Early Academic Language(SEAL) model is being discontinued at sites. This action was underfunded 77% at \$391,540. GPUSD never identified ELD salaries and expenses in previous budgets. The Director of Academics budgeted for the 2024-2025 LCAP and corrected that issue.

#### 1.8 Multi-Tier System of Supports. (Contributing)

Implementation Status: 2--Beginning Development. GPUSD used \$316,147 or 71% of the budget. GPUSD could not hire a psychologist which was planned in the LCAP; it was able to provide social-emotional support through counselors (\$154,036) and health service staff (\$35,179). \$260,842.47 salary and benefits. PD Costs came in at \$52,488 for Leader In-Me Training for students. Incentives covered the rest of \$316,147.

#### 1.9 ELPAC Training. (Non)

Implementation Status: 4--Full Implementation. The LEA was able to provide ELPAC training for all TK-12 certificated teachers, TK paraprofessionals, and site and district administrators. No substantive difference in planned action compared to the actual implementation; however, GPUSD needs to align non-contributing expenses to this action.

#### 1.10 21st Century Skills, Google, and Technology Integration. (Contributing)

Implementation Status: 2--Beginning Development. Very little of this action was implemented. Most of the expenses went toward IT salaries & benefits and IT. GPUSD spent \$557,032 of \$564,198 budgeted, or 98.7%. \$160,544 went toward IT salaries and benefits because GPUSD needed this staff to implement technology in this action. The 2022-2023 LCAP states, "All of these classroom experiences will require students to utilize technology in-order-to solve real-world problems (page 141 of 125). Books, Supplies and materials came in at \$219,171.65, which was also allowable under this action: "ROP-CTE part-time counselor [will] develop and maintain (CTE) pathways, curriculum, and formative assessment." (p 40 of 125). Technology Supplies and Materials (Budget Code: Function 7700 is Data Processing Services) came in at \$50,030; Non-Capitalized equipment came in at \$169,140. Finally, Capital Outlay completed spending at \$6,928.76. All of these expenses contributed to the implementation of this action.

#### 1.11 Enrichment, CTE, STEAM (Contributing)

Implementation Status: 5--Full Implementation and Sustainability. One TOSA implemented STEAM at elementary schools. GPUSD employed CTE teachers to support this action, and several staff attended ASB staff conferences.

#### 1.12 Special Education. (Non)

Implementation Status: 4--Full Implementation. SPED teachers were provided as required. GPUSD still needs to revise its MTSS process. GPUSD needs to align non-contributing expenses to this action. No substantive difference between planned action compared to actual implementation.

#### 1.13 Teachers on Special Assignment (Contributing)

Implementation Status: 3 Initial Implementation. GPUSD hired a math and ELA TOSA at the secondary school, but did not hire TOSAs for the elementary instead opting to engage the services of outside consulting groups.

#### 1.14 Additional Instructional Aides (Contributing)

Implementation Status: 3 Initial Implementation. GPUSD has hired 3 instructional aides; however, training did not occur.

#### 1.15 Maintain additional instructors in agriculture and elementary music. (Contributing)

Implementation Status: 4 Full Implementation. GPUSD hired an ag teacher, but was unable to hire an elementary music teacher.

1.16 EL, LI, and FY Summer Enrichment. (Contributing)

Implementation Status: 2--Beginning Development. GPUSD planned to use funds for summer school 2024, but instead used ELOP funds for summer school.

Overall Successes, GPUSD progressed towards its goal of increasing student academic achievement; however, there was still a lot of growth needed, especially among English Learners. We were able to find and employ qualified teachers in critical areas as well as employ a principal and vice principal at the one secondary school. TOSAs and coaches contracted through outside consulting businesses have allowed GPUSD to provide critical Professional Development to new teachers.

Overall Challenges: GPUSD needs to address English Learner Progress more thoroughly. EL students need to improve literacy development at an early age (grade 3). Designated and ELD classes need to include frequent monitoring by teachers and site administrators. EL progress needs to be prominent in the continuous cycle of improvement.

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 among almost all actions occurred with less funding per action.

1.1 Books, supplies, Services, and Capital Outlay. (Budgeted in LCAP: \$323,154) GPUSD expended \$26,000. Due to Admin shortages adoptions could not take place.

1.2 Literacy Support. (Budgeted in LCAP: \$938,779). GPUSD expended \$407,454. The CBO was not using ELD instructors and support time in this action; instead using Action 1.5 lower class size.

1.3 Monitor Student Formative and Summative Achievement. GPUSD needs to align contributing expenses to this action to determine material differences. No planned percentages are available for analysis.

1.4 Certificated and Classified Staff. GPUSD needs to align contributing expenses to this action to determine material differences. No planned percentages are available for analysis.

1.5 Lower Class Size. (Budgeted in LCAP: \$1,094,657) GPUSD expended \$2,511,835. The CBO used action 1.5 lower class size to fund 1.2 Literacy Support as well as 1.7 English Learner Program. The 2023-2024 LCAP resolves this issue.

1.6 Recruiting and Retaining Highly Qualified Staff. (Budgeted in LCAP: \$100,000). GPUSD expended \$46,667. The amount budgeted exceeded the need.

1.7 English Learner Program. (LCAP Budget: \$503,340). GPUSD expended: \$111,800. As mentioned earlier personnel and services required alignment. The CBO used 1.5 Lower Class funds instead of this action. The 2023-2024 LCAP resolves this issue.

1.8 MTSS. (LCAP Budget: \$378,342). GPUSD expended \$316,147. GPUSD could not hire a psychologist which was planned in the LCAP; it was able to provide social-emotional support through counselors (\$154,036) and health service staff (\$35,179). \$260,842.47 salary and benefits. PD Costs came in at \$52,488 for Leader In-Me Training for students. Incentives covered the rest of \$316,147.

1.9 ELPAC Training. (LCAP Budgeted: \$365,511) Expended: 0.

1.10 21st Century Skills, Google & Technology Integration. (LCAP Budgeted: \$564,198). GPUSD expended \$577,032. Most of the expenses went toward IT salaries & benefits and IT. GPUSD spent \$557,032 of \$564,198 budgeted, or 98.7%. \$160,544 went toward IT salaries and benefits because GPUSD needed this staff to implement technology in this action. The 2022-2023 LCAP states, "All of these classroom experiences will require students to utilize technology in-order-to solve real-world problems (page 141 of 125). Books, Supplies and materials came in at \$219,171.65, which was also allowable under this action: "ROP-CTE part-time counselor [will] develop and maintain (CTE) pathways, curriculum, and formative assessment." (p 40 of 125). Technology Supplies and Materials (Budget Code: Function 7700 is Data Processing Services) came in at \$50,030; Non-Capitalized equipment came in at \$169,140. Finally, Capital Outlay completed spending at \$6,928.76. All of these expenses contributed to the implementation of this action.

1.11 Enrichment, CTE, STEAM. (LCAP Budgeted: \$550,000; GPUSD Budgeted: \$498,970). Estimated expenses as of April 4, 2024: \$219,389.63) Material difference. Personnel and services require alignment. No planned percentages are available for analysis.

1.12 Special Education. GPUSD needs to align contributing expenses to this action to determine material differences. No planned percentages are available for analysis.

1.13 Teachers on Special Assignment. (LCAP Budgeted: \$619,168). GPUSD expended \$450,208. The material difference was a result of not being able to hire additional TOSAs. GPUSD instead engaged PD for coaching purposes. PD cannot be paid through this resource.



1.14 Additional Instructional Aides. (LCAP Budgeted: \$230,000). GPUSD expended \$98,124. GPUSD could not hire additional aides due to a lack of applicants for positions.

1.15 Additional Instructors in Agriculture and Music. (LCAP Budgeted: \$225,000). GPUSD expended \$186,413. GPUSD was unable to hire a qualified elementary music teacher due to a lack of applicants.

1.16 EL, LI, and FY Summer Enrichment. (LCAP Budgeted: \$50,000) GPUSD planned to use funds for summer school 2024, but instead used other funds for summer school.

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

Despite the funding issue, the LEA made progress on the 2023 CAASPP in both ELA and Math, English learners progressed at 38%; several actions progressed slowly because sites did not have complete budgets and academic coaching services could not be procured until the January 9, Board meeting.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goals. Ratings were based on an analysis of both inputs from education partners and metrics.

Rating Scale (lowest to highest): 1--Not Effective; 2--Somewhat Effective; 3--Effective

The actions in Goal 1 helped make progress toward the LEA's goal: "All students will demonstrate growth and achievement in English Language Arts and Mathematics; the number of English Learners attaining English Language proficiency will increase."

1.1 Books, Supplies, Services, and Capital Outlay, 1.3 Monitor Student Formative and Summative Achievement

Effectiveness of Action(s): 3--Effective

Metric(s) Standards Implementation for all students and EL access to CCSS and ELD standards.

Analysis Statement: The LEA continues to provide core books/curriculum to the students. GPUSD needs to align contributing expenses to this action for an effective analysis. New metric should be added requiring an assessment calendar and required assessments including interim benchmarks with data analysis.

1.2 Literacy Support, 1.5 Lower Class Size, 1.16 EL, LI, and FY Summer Enrichment. (Contributing)

### Effectiveness of Action(s): 3--Effective

Metric(s): 2023 CAASPP and local ELA benchmark scores. English Language Arts/Literacy--Standards Met: All students, 21.867%; Low Income: 21.867%; English Learners 9.53%. Math--Standards Met: All students 15.85%, English Learners 10.53%; Low Income 15.4%.

Analysis Statement: The LEA's use of these actions was effective. The desired outcome was 10% growth from year 1, which was achieved. However, local benchmark scores were used sporadically, thus data was not available. The use of designated ELD time at the elementary schools with small group instruction to improve literacy supported language development. A TOSA oversaw the EL program testing and provided ELA and EL teachers with guidance to improve instruction. In addition, ELA teachers at the elementary and high school focused on ELA standards as indicated on curriculum maps. Weekly PLCS also provided teachers time to discuss ELA achievement. While this action was effective, GPUSD recognizes literacy support as a Tier 2 and/or Tier 3 academic support, and will include it in those actions in the next LCAP. GPUSD must omit 1.16 EL, LI, and FY Summer Enrichment because GPUSD used other funds for summer school.

### 1.4 Certificated and Classified Staff, 1.6 Recruiting and Retaining Highly Qualified Staff, 1.13 Teachers on Special Assignment, 1.14 Additional Instructional Aides

#### Effectiveness of Action: 3---Effective

Metric: (1) Highly Qualified Teachers. 2022-2023 63 of 75 or 84%. 2023-2024: (2) CAASPP, local academic benchmarks. (3) Chronic Absence rate decline almost 50% to 34% (4) Suspension Rate maintained at 4.6%. English Language Arts/Literacy--Standards Met: All students, 21.66%; Low Income: 21.87%; English Learners 9.53%. Math--Standards Met: All students 15.85%, English Learners 10.53%; Low Income 15.4%.

Analysis Statement: The LEA's use of these actions was effective because GPUSD highly qualified teachers and staff helped improve CAASPP scores, low chronic absence and suspension. These teachers were able to effectively incorporate the Common Core Standards because of teacher credentialing programs and effective professional development. Teachers were also able to create classrooms and lesson plans that engaged students and contributed to a positive learning experience resulting in increased attendance and lower suspensions. The action also worked because GPUSD's paid for teacher test training and teacher credential tests so more teachers could remain with the district.

### 1.7 English Learner Program. 1.9 ELPAC Training

#### Effectiveness of Action(s): 3---Effective

Metric(s): English Learner Progress (K-12) 38% of English Learners made progress toward language proficiency (Dashboard 2023). That is a 10% increase in the number of students making progress toward language proficiency. Reclassification rate:4%, which was .9 higher than the baseline year.

Analysis Statement: The EL Program was somewhat effective because teachers provided students with designated ELD time (30 minutes a day). Experienced teachers were also able to provide rich language instruction in small groups at the elementary levels, and incentives for those students who passed the ELPAC test. This year, GPUSD developed an EL Master Plan which provided school the requirement to

evaluate their EL program. Another reason for this action being somewhat effective is that GPUSD successfully leveraged Title III funds to increase EI support.

### 1.8 MTSS

Effectiveness of Action: 3---Effective

Metric(s): CAASPP, local academic benchmarks, English Language Arts/Literacy--Standards Met: All students, 21.66%; Low Income; English Learners 21.86%. Math--Standards Met: All students 15.85%, English Learners 10.53%; Low Income 15.4%.

Analysis Statement: Despite not being fully implemented the MTSS process was effective this year. Administrators practiced alternatives to suspension and collaborated with teachers to promote a positive school environment. Working with teachers, administrators were able to instill restorative practices into teachers and the students. Also effective was students monitoring and providing students with the opportunity to participate in MTSS meetings to improve their learning through goal setting and regular meetings to measure their improvement. Such practices made MTSS effective.

1.10 21st Century Skills, Google & Technology Integration, 1.11 Enrichment, CTE, STEAM, 1.15 Maintain additional instructors in agriculture and elementary music

Effectiveness of Action(s): 2--Somewhat Effective

Metric(s) A-G completion, and CTE Pathway Completion. A-G completion: All students 36.5% (almost 20 point drop from 2022-2023); English Learners 5.8% (vast improvement from .09%); Low Income 34% (17 point drop). CTE Pathway Completion: 12.9% (7 point drop from 2022-2023)

Analysis Statement: GPUSD is only somewhat effective for these actions. 3 of 5 teachers in ROP/CTE were first year, indicating there was a high turnover rate in previous years, thus leaving students with less qualified students. For this reason, fewer students completed pathways. Another reason for somewhat effective rather than not effective is that counselors met with students to chart their academic progress and administrators monitored these students progress and helped construct CTE pathways.

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.

The planned goals, metrics, and desired outcomes for goal 1 will now be included for the most part within Goal 2, which focuses on pupil outcomes. As noted above all GPUSD actions were at least somewhat effective.

Academic Support Actions:

Action 2.2: Academic Tier 2 Support

### Action 2.3: Academic Tier 3 Intervention

The metrics:

2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI)

2.3: EL Progress

2.4: Reclassification Rate

2.7-2.9 (all students, EL, FY, LI)

Educational Partner Input

Action Plan: The changes made to prior actions will allow GPUSD personnel to focus on their academic support actions.

Career and Technical Education Action:

2.5 Career and Technical Education Program

The metrics:

2.1 & 2.2 ELA & Math CAASPP (EL)

2.3: EL Progress

2.4: Reclassification Rate

2.7-2.9 (EL)

2.13 Graduation Rate (EL)

2.21 CCI Indicator (LEA Level: ELs, Tranquility High: ELs)

Educational Partner Input.

Action Plan: By creating a CTE program action, the program's effectiveness can be evaluated throughout the year using designated metrics.

STEAM Action:

2.6 Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program

The metrics:

2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI)

2.18 CAST (all students, EL, FY, LI)

2.3: EL Progress

## 2.4: Reclassification Rate

2.7-2.9 (all students, EL, FY, LI)

### Educational Partner Input

Action Plan: By creating a STEAM program action, the program's effectiveness can be evaluated throughout the year using designated metrics. In this case, GPUSD plans to improve EL progress through STEAM program activities.

## Visual and Performing Arts Action:

### 2.8 Visual and Performing Arts Program

#### The metrics:

2.1 ELA (all students, EL, FY, LI)

2.3: EL Progress

2.4: Reclassification Rate

2.7 & 2.9 (all students, EL, FY, LI)

2.10 A-G

2.21 CCI

3.2 Attendance

3.3 Chronic Absence

### Educational Partner Input

Action Plan: By creating a Visual and Performing Arts program action, the program's effectiveness can be evaluated throughout the year using designated metrics. In this case GPUSD plans to improve A-G, CCI, attendance and chronic absence through VAPA activities and events.

## Agriculture Action:

### 2.9 Agriculture Program

#### The Metrics:

2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI)

2.18 CAST (all students, EL, FY, LI)

2.3: EL Progress

## 2.4: Reclassification Rate

2.7-2.9 (all students, EL, FY, LI)

2.21 CCI

3.2 Attendance

3.3 Chronic Absence

Educational Partner Input

Action Plan: By creating an Agriculture program action, the program's effectiveness can be evaluated throughout the year using designated metrics. In this case, GPUSD plans to improve CAST, EL Progress, reclassification, chronic absence, and attendance through the mostly hands-on, project-based activities in agriculture.

Athletics Program

2.10 Athletics Program

The metrics:

2.15 Physical Fitness Test

2.16 Students in grades 5-12 participating in sports.

2.21 CCI

3.2 Attendance

3.3 Chronic Absence

Action Plan: By creating an Athletics program action, the program's effectiveness can be evaluated throughout the year using designated metrics. In this case, GPUSD plans to improve students' physical fitness EL Progress, reclassification, chronic absence, and attendance through the mostly hands-on, physical activities in PE that occur with enhanced instruction. EL progress and reclassification will happen through the use of academic language in small groups.

2.11: Lower Class Size

Lower Class Size. GPUSD kept this action from its previous LCAP because it was effective.

San Joaquin EL Low Performance

2.12 Targeted ELA Academic Support

San Joaquin Elementary

The metrics:

All Students, LI, Hispanic, LI Hispanic, EL (CAASP ELA & ELA Distance from Standard)

2.1 & 2.2 ELA & Math CAASPP (EL, LTEL)

2.3: EL Progress

2.4: Reclassification Rate

2.7-2.9 (EL)

Educational Partner Feedback

Action Plan: By creating a targeted action for San Joaquin EL support, the action can be evaluated throughout the year using designated metrics related to EL improvement.

Tranquillity Math Low Performance

2.13 Targeted Math Academic Support

Tranquillity Elementary

The metrics:

Tranquillity Elementary

All Students, LI, Hispanic, LI Hispanic, EL (CAASP ELA & ELA Distance from Standard)

2.2 Math CAASPP (EL, LTEL)

Educational Partner Feedback

**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	Increase positive school climate with all education partners

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Attendance Rate	Attendance Rate 2019-2020 92.92% (ADA reported to state)	Attendance Rate All Students: 90.8% Low Income: 90.66% English Learners: 91.1% Foster Youth: 87.16% Data Year: 2020-2021 Data Source: DataQuest	Attendance Rate: 90.2%  P2: 1254 Census Enrollment: 1389  (Source: P2 and CALPADS census 2023)	Attendance Rate: 91.6%  P2: 1272 Census Enrollment: 1388  (Source: P2 and CALPADS census 2024)	Increase attendance rate by 1% annually..
2. Chronic Absenteeism	Chronic Absenteeism 2018-2019 17.7 (DataQuest 2019)	Chronic Absenteeism All Students: 28.1% Low Income: 29.2% English Learners: 28% Foster Youth: 58.8% Data Year: 2020-2021	Chronic Absenteeism All Students: 61.5% Low Income: 62.2% English Learners: 56.4% Foster Youth: N/A	Chronic Absenteeism All Students: 33.4% Low Income: 34.1% English Learners: 29.9% Foster Youth: NA	Decrease Chronic absenteeism by 3% annually.  Low Income: Decrease by 3% annually.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: DataQuest	Data Year: 2021-2022 Data Source: DataQuest	Data Year: 2022-2023 Data Source: DataQuest	English Learners: Decrease by 3% annually. Foster Youth:N/A Data Year: 2022-23 Data Source: DataQuest
3. Suspension Rate	Suspension Rate 2019-2020 5.6% (DataQuest 2020)	Suspension Rate: All Students: .6% Low Income: .7% English Learners: .7% Foster Youth: 0 Data Year: 2020-2021 Data Source: DataQuest	Suspension Rate: All Students: 4.3% Low Income: 4.4% English Learners: 4.2% Foster Youth:NA Data Year: 2021-2022 Data Source: DataQuest	Suspension Rate: All Students: 4.6% Low Income: 4.5% English Learners: 5.0% Foster Youth: *% Data Year: 2022-2023 Data Source: DataQuest	Suspension Rate: All Students: Decrease suspension rate by 1% annually. Low Income: Decrease suspension rate by 1% annually. English Learners: Decrease suspension rate by 1% annually. Foster Youth:NA Data Year: 2022-23 Data Source: DataQuest
4. Middle School Dropout Rate	Middle School Dropout Rate 2019-2020: 0%.	2020-2021: 0 Data Source: District Records	2021-2022: 0% Data Source: District Records	2022-2023: % 0 Data Source: District Records	Maintain Middle School dropout rate at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(CALPADS 2019-2020)				
5. High School Dropout Rate	High School Drop out Rate 2019-2020 - 7.1%. (DataQuest 2020)	High School Drop Out Rate: All Students: 6.8% English Learners: 13.5% Homeless/Foster Youth: 0 Low Income: 3.2% Data Year: 2020-2021 Data Source: DataQuest 2021)	High School Drop Out Rate: All Students: 12.6% English Learners: 22.6% Homeless/Foster Youth: 0% Low Income: 11.9% Data Year:2021-2022 Data Source: DataQuest	High School Drop Out Rate: All Students: 13.7% English Learners: 28.2% Homeless/Foster Youth: *% Low Income: 13.8% Data Year:2022-2023 Data Source: DataQuest	Maintain 7.1% or less Dropout Rate for all subgroups.
6. Expulsion Rate	Expulsion Rate 2019 - 2020 0.06% (DataQuest 2020)	Expulsion Rate: All Students: 0 Low Income: 0 English Learners: 0 Foster Youth: 0 Data Year: 2020-2021 Data Source: Dataquest 2021	Expulsion Rate: All Students: 0 Low Income: 0 English Learners: 0 Foster Youth: 0 Data Year:2021-2022 Data Source: Dataquest 2022	Expulsion Rate: All Students: 1 Low Income: 1 English Learners: 1 Foster Youth: 0 Data Year:2022-2023 Data Source: Dataquest 2023	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7. Sense of Safety & School Connectedness	2018-2019 Local Climate Survey (WE Survey) Rigor:93% Relevance: 88% Relationships: 77% WE Survey will be discontinued.	Discontinued	Discontinued	Discontinued	WI Survey will be discontinued
8. Sense of Safety & School Connectedness	Baseline will be established in the 2021-2022 school year for the California Healthy Kids Survey	California Healthy Kids Survey  HIGH SCHOOL  SUPPORTS AND ENGAGEMENT School Connectedness: 48% Academic Motivation: 67% Two or fewer Absences per month: 76% Caring Adult Relationships: 54% High Expectations: 67%	California Healthy Kids Survey  HIGH SCHOOL  SUPPORTS AND ENGAGEMENT School Connectedness: 48.3% Academic Motivation: 67% Two or fewer Absences per month: 79.6% Caring Adult Relationships: 52.3%	California Healthy Kids Survey  HIGH SCHOOL  California Healthy Kids Survey Data Year: 2023-2024 December/January 2024  SUPPORTS AND ENGAGEMENT School Connectedness:46.5%	District schools will increase 3% for each indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Meaningful Participation: 17%</p> <p>Perceived School Safety: 40%</p> <p>LOW VIOLENCE</p> <p>Low violence Victimization: 85%</p> <p>No Harassment: 84%</p> <p>No Mean Rumors: 80%</p> <p>No Fear of Getting Beat Up: 90%</p> <p>OTHER SCHOOL CLIMATE INDICATORS</p> <p>Promotion of Parental Involvement: 38%</p> <p>No Substance Use at School: 99%</p> <p>Facilities Upkeep: 29%</p> <p>MIDDLE SCHOOL</p>	<p>High Expectations: 66.6%</p> <p>Meaningful Participation: 23%</p> <p>Perceived School Safety: 54.6%</p> <p>LOW VIOLENCE</p> <p>Low violence Victimization: 84.6%</p> <p>No Harassment: 84%</p> <p>No Mean Rumors: 73.3%</p> <p>No Fear of Getting Beat Up: 90.6%</p> <p>OTHER SCHOOL CLIMATE INDICATORS</p> <p>Promotion of Parental Involvement: 42.6%</p> <p>No Substance Use at School: 97.3%</p> <p>Facilities Upkeep: 34%</p> <p>MIDDLE SCHOOL</p>	<p>Academic Motivation: 65.5%</p> <p>Two or fewer Absences per month: 91.5%</p> <p>Caring Adult Relationships: 40.5%</p> <p>High Expectations: 53%</p> <p>Meaningful Participation: 16.5 %</p> <p>Perceived School Safety: 47%</p> <p>VIOLENCE</p> <p>No Victimization: 86 %</p> <p>No Harassment: 91%</p> <p>No Mean Rumors: 84%</p> <p>No Fear of Getting Beat Up: 91.5%</p> <p>OTHER SCHOOL CLIMATE INDICATORS</p> <p>Promotion of Parental Involvement: 43.5%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p><b>SUPPORTS AND ENGAGEMENT</b></p> <p>School Connectedness: 44%</p> <p>Academic Motivation: 65%</p> <p>Two or fewer Absences per month: 76%</p> <p>Caring Adult Relationships: 50%</p> <p>High Expectations: 58%</p> <p>Meaningful Participation: 19%</p> <p>Perceived School Safety: 48%</p> <p><b>LOW VIOLENCE</b></p> <p>Low violence Victimization: 67%</p> <p>No Harassment: 79%</p> <p>No Mean Rumors: 57%</p> <p>No Fear of Getting Beat Up: 83%</p>	<p><b>SUPPORTS AND ENGAGEMENT</b></p> <p>School Connectedness: 62%</p> <p>Academic Motivation: 69%</p> <p>Two or fewer Absences per month: 87%</p> <p>Caring Adult Relationships: 55%</p> <p>High Expectations: 78%</p> <p>Meaningful Participation: 33%</p> <p>Perceived School Safety: 50%</p> <p><b>LOW VIOLENCE</b></p> <p>Low violence Victimization: 55%</p> <p>No Harassment: 70%</p> <p>No Mean Rumors: 81%</p> <p>No Fear of Getting Beat Up: 84%</p>	<p>No Substance Use at School: 97.5%</p> <p>Facilities Upkeep: 37.5%</p> <p><b>MIDDLE SCHOOL</b></p> <p>California Healthy Kids Survey</p> <p>Data Year: 2023-2024</p> <p>December/January 2024</p> <p><b>SUPPORTS AND ENGAGEMENT</b></p> <p>School Connectedness: 50 %</p> <p>Academic Motivation: 69%</p> <p>Two or fewer Absences per month: 89 %</p> <p>Caring Adult Relationships: 57%</p> <p>High Expectations: 61%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>OTHER SCHOOL CLIMATE INDICATORS</p> <p>Promotion of Parental Involvement</p> <p>No Substance Use at School:</p> <p>Facilities Upkeep:</p> <p>ELEMENTARY SCHOOLS</p> <p>Too few students in grade 5 responded for inclusion</p> <p>Data Year: 2021-2022</p>	<p>OTHER SCHOOL CLIMATE INDICATORS</p> <p>Promotion of Parental Involvement: 70%</p> <p>No Substance Use at School: 88%</p> <p>Facilities Upkeep: 29%</p> <p>ELEMENTARY SCHOOLS</p> <p>Too few students in grade 5 responded for inclusion</p> <p>Data Source: local survey</p> <p>Data Year: 22-23</p>	<p>Meaningful Participation: 29%</p> <p>Perceived School Safety: 45%</p> <p>VIOLENCE</p> <p>No Victimization: 65%</p> <p>No Harassment: 69%</p> <p>No Mean Rumors: 46%</p> <p>No Fear of Getting Beat Up: 77%</p> <p>OTHER SCHOOL CLIMATE INDICATORS</p> <p>Promotion of Parental Involvement:47%</p> <p>No Substance Use at School:98.9%</p> <p>Facilities Upkeep: 24%</p> <p>ELEMENTARY SCHOOLS</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				California Healthy Kids Survey Data Year: 2023-2024 December/January 2024  <b>SUPPORTS AND ENGAGEMENT</b> School Connectedness: 70% Academic Motivation: 72% Two or fewer Absences per month: 87% Caring Adult Relationships: 67% High Expectations: 78% Meaningful Participation: 43% Perceived School Safety: 65%  <b>VIOLENCE</b> No Victimization: 55%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				No Mean Rumors:66% Have not been hit or pushed : 59%  OTHER SCHOOL CLIMATE INDICATORS Parental Involvement: 81% No Substance Use at School:84% Facilities Upkeep:76%	
9. Sense of Safety & School Connectedness Teachers & Parents	N/A New 23-24 LCAP	N/A New 23-24 LCAP	Parents: 57% School Connectedness: “Averaged of Parental Involvement Scale questions Strongly Agree and Agree) School Safety: 67%  Teachers School Connectedness: 77% School Safety: 80%	Parents California Healthy Kids Survey Data Year: 2023-2024 December/January 2024  School Connectedness: “83% Averaged of Parental Involvement Scale questions	Parents: Sense of Connectedness: NA Sense of Safety: NA  Teachers: Sense of Connectedness: NA Sense of Safety:NA  Data Source: local Survey



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Data Source: local survey Data Year: 22-23</p>	<p>“Strongly Agree and Agree” School Safety: 78% Averaged of Safe place for my child Scale questions “Strongly Agree and Agree”</p> <p>California Healthy Kids Survey Data Year: 2023-2024 December/January 2024</p> <p>Teachers/Staff School Connectedness: 86% Averaged scale questions “Strongly Agree and Agree” School Safety: 92% Averaged scale questions “Strongly Agree and Agree”</p> <p>Data Source: local survey</p>	<p>Data Year: 22-24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Data Year: December/January 2024	

## 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 LEA used the following scale to determine the LEA's progress in implementing the actions to achieve its goals. Ratings were based on an analysis of both inputs from educational partners and metric results.

Rating Scale (lowest to highest): 1--Exploration and Research Phase; 2--Beginning Development; 3--Initial Implementation; 4--Full Implementation; 5--Full Implementation and Sustainability

The actions in Goal 2 supported the progress toward meeting the articulated goal: "Increase positive school climate with all education partners."

2.1 Chronic Absence Programs and Incentives; 2.3 Counselors for elementary schools and RDR; 2.4 Enrichment Activities; 2.5 Positive School Climate & Campus Monitors; 2.6 Social Emotional and Behavioral Support

Implementation Status: 3--Initial Implementation

GPUSD lowered the chronic absence rate and maintained a low suspension rate through an increased use of incentives for attendance, and the promotion of school events to increase student participation in student life. Though GPUSD only had two counselors for most of the year, the counselors were able to counsel students on their academic plans and how to make better choices. Campus monitors used PBIS practices to improve relations with students. The administration supported the large number of new teachers in the district by using a referral system that required teachers to contact parents regarding student behavior issues.

2.2 Additional CTE Technology and Supplemental Material

Implementation Status: 3--Initial Implementation

GPUSD vastly improved CTE at Tranquillity High School through the remodeling of its patient care facility and agriculture farm. New teachers in both pathways were able to generate enthusiasm for welding and patient care through purchases of materials that allowed students to participate in hands-on activities.

## 2.7 Transportation home to school

Implementation Status: 5--Full Implementation & Sustainability

District provided home-to-school transportation for students to school events.

No substantive difference

## 2.8 District Attendance/Foster Youth/Homeless Liaison Supports

Implementation Status: 3--Initial Implementation

The district liaison for homeless and foster contacted homeless youth and provided them with guidance counseling. The liaison informed parents of their rights as homeless youth and connected them with resources to help their standard of living.

Overall Successes: Despite staffing shortages, GPUSD was able to provide students with the resources they needed to improve school climate and engage students.

Overall Challenges: GPUSD struggled with communication due to staff shortages. This was a challenge that GPUSD improved on through the course of the year.

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

Material differences among almost all actions occurred with less funding per action.

2.1 Chronic Absence Programs and Incentives. (Budgeted: \$69,450). GPUSD expended: \$33,312. The material difference was the result of delays in purchasing items and action duplication because action 2.5 positive school climate also was used for school climate purchases.

2.2 Additional CTE Technology and Supplemental Material. (Budgeted: \$150,000) GPUSD expended: \$153,331. (No substantive difference)

2.3 Counselors for elementary schools and RDR. (Budgeted: \$315,226). GPUSD expended \$35,273. The material difference was a result of being unable to hire elementary counselors until late in the year. GPUSD has now hired two elementary counselors for the 2024-2025 school year.

2.4 Enrichment Activities. (Budgeted: \$408, 350). GPUSD expended \$339, 269. The material difference was the result of delays in purchasing items.

2.5 Positive School Climate/Campus Monitors. (Budgeted: \$530,398). GPUSD expended \$316, 066. The material difference was the result of delays in purchasing PBIS incentives and attendance awards, and also not being able to contract services for professional development.

2.6 Social-Emotional and Behavior Support. (Budgeted: \$125,000) GPUSD expended \$39,711. The material difference was a result of being unable to hire psychologists. GPUSD hired psychologists for the 2024-2025 school year.

2.7 Transportation Home to School (No substantive difference).

2.8 District Attendance/Foster Youth/Homeless Liaison Supports. (Budgeted: \$99,782). GPUSD expended \$60,037. The material difference was a result of over-budgeting for this action.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goals. Ratings were based on an analysis of both inputs from education partners and metrics.

Rating Scale (lowest to highest): 1--Not Effective; 2--Somewhat Effective; 3--Effective

The actions in Goal 2 helped make progress toward the LEA's goal: "Increase positive school climate with all education partners."

2.1 Chronic Absence Programs and Incentives, 2.3 Counselors for Elementary School; 2.4 Enrichment Activities; 2.5 Positive School Climate/Campus Monitors, 2.6 Social-Emotional Behavioral Support, 2.8 District Attendance/Foster Youth/Homeless Liaison Supports

Metric(s): suspension and chronic absentee rate

Effectiveness of Actions(s): 3--Effective

Metrics used:

Chronic Absenteeism

All Students: 33.4%

Low Income: 34.1%

English Learners: 29.9%

Foster Youth: NA

Suspension Rate

All Students: 4.6%

Low Income: 4.5%

English Learners: 5%

Foster Youth: NA

Analysis Statement: Increased use of incentives for attendance, and the promotion of school events contributed to an improved school environment. High School counselors promoted student awareness of the need for attendance. Campus monitors and staff relations improved students' desire to attend school and make choices that resulted in participation in school rather than suspension. Counselors and monitors connected with parents who could then help guide their children to attend school and make better choices. The expansion of athletics for younger students increased the attendance rate and lowered the chronic absence rate. Students enjoyed being at school and connecting. In the future, GPUUSD will include participation and student input to evaluate this action.

## 2.2 Additional CT

Effectiveness of Action: 2--Somewhat Effective

Metric(s) A-G completion, and CTE Pathway Completion. A-G completion: All students 36.5% (almost 20 point drop from 2022-2023); English Learners 5.8% (vast improvement from .09%); Low Income 34% (17 point drop). CTE Pathway Completion: 12.9% (7 point drop from 2022-2023). Chronic Absence: 33.4% and Suspension Rate: 4.6%

Analysis Statement: Analysis Statement: GPUUSD is only somewhat effective for these actions. 3 of 5 teachers in ROP/CTE were first year, indicating there was a high turnover rate in previous years, thus leaving students with less qualified teachers. The new teachers were highly engaging and encouraged students to compete in welding exhibitions and attend summer nursing programs. These teachers advocated for their students at board meetings to obtain Red Cross certifications, and obtained through other ed partners additional supplies and materials. In addition, counselors met with students to chart their academic progress and administrators monitored these students' progress and helped construct CTE pathways.

## 2.7 Transportation Home to School. Non-contributing action.

Effectiveness of Action: 3--Effective

Chronic Absenteeism

All Students: 33.4%

Low Income: 34.1%

English Learners: 29.9%

Foster Youth: NA

Analysis: Drivers provided exceptional transportation for a district that is 360 square miles, helping to improve chronic absence.

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.

The planned goals, metrics, and desired outcomes for goal 2 will now be included for the most part within Goal 3, which focuses on engagement.

Engagement Support:

Action 3.2: Engagement Support Tier 2

Action 3.3: Engagement Intervention Tier 3

The metrics:

3.1 Students Extracurricular Engagement (All students, EL, FY, LI);

3.2 Attendance Rate (All students, EL, FY, LI)

3.3 Chronic Absence (All Students, EL, FY, LI)

3.4 Suspension Rate (All Students, EL, FY, LI)

Education Partner Input

Action Plan: GPUUSD resources such as teachers, counselors, campus monitors, and intervention specialists will improve these indicated metrics for Tier 2 & Tier 3 support.

Student Engagement Actions:

Action 3.4 Leadership Programs

Action 3.5: Expanded Access to K-12 Education

The metrics:

3.2 Attendance Rates

3.3 Chronic Absence

3.8 School Connectedness Surveys

Action Plan: Personnel and resources will improve these metrics for student leadership and participation in after-school activities.

Parent Engagement Actions:

Action 3.6: Exceptional Parent Education

The metrics:

3.15 Participation in Adult Education

3.16 Adult Education Pathway Completers

Action Plan: Education partners and GPUUSD will improve metrics for parent education and participation in their children's school life

**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	Increase education partner involvement with school, district, and community. Plan and implement more parent educational opportunities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent & Family Engagement. Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation (Four out of five). 2019 Dashboard	Full Implementation (8 of 10) 2021 Dashboard	Full Implementation (8 of 10) 2022 Dashboard	Full Implementation ( of 10) 2023 Dashboard	Maintain full implementation  2022 Dashboard
Percentage of parents participating Parent/teacher conference Open house Back-to-School Night	Percentage of parents participating Parent/teacher conference: 83% Open House: 38% Back-to-School Night: 32%  % of parents to children 2018-2019 Local Data	Percentage of parents participating Parent/teacher conferences: 83% Open House: 38% Back-to-School Night: 32%  % of parents to children	Percentage of parents participating Parent/teacher conferences: 84% Open House: 49% Back-to-School Night: 50%  % of parents to children	Percentage of parents participating Parent/teacher conferences: 70% Open House: 50% Back-to-School Night: 55%  2022-2023 Local Data	Parent/Teacher conference: increase 1% a year. Back-to-School Night: increase 2% annually Open House: Increase 2% annually.  2023-2024 Local Data



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2018-2019 Local Data	2022-2023 Local Data		
Number of Parent Programs offered	<p>Number of Parent Programs offered.</p> <p>2018-2019 Project 2inspire, ELS, GED, Citizenship, and computer classes.</p>	<p>Number of Parent Programs offered</p> <p>Career Ladder (1 course) English Language Development (3 courses) Building Construction (3 courses)</p> <p>Data Year: 2022 Data Source: GPUUSD Adult Education Services, 2022</p>	<p>Number of Parent Programs offered</p> <p>Career Ladder: 1 English Language Development: 0 Building Construction: 0 Ag Industrial Mechanics: 1 Forklift Training: 1 (8 students) Residential Electrical: 0 Truck Driver: 1</p> <p>Data Year: 2023 Data Source: GPUUSD Adult Education Services, 2023</p>	<p>Number of Parent Programs offered</p> <p>Career Ladder: Cancelled English Language Development: 3 Building Construction: 0 Ag Industrial Mechanics: 0 Forklift Training: 1 (8 students) Residential Electrical: 1 (Feb 2024) Truck Driver: (7-10)</p> <p>Data Year: January 2024 Data Source: GPUUSD Adult Education Services, January 2024</p>	<p>Maintain 5 programs</p> <p>Data Year: 2024 Data Source: GPUUSD Adult Education Services, 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parents participating in programs	<p>Number of parents participating</p> <p>2020-2021: 30</p> <p>Parent program participation = Adult classes (ELS, GED, Citizenship, Computer (30). Project 2INSPIRE.0</p>	<p>Number of parents participating: Pending</p> <p>Parent program participation:</p> <p>Career Ladder: 14</p> <p>English Language Development: 10</p> <p>Building Construction: 30</p> <p>Data Source: GPUSD Adult Education Services, 2022</p>	<p>Number of parents participating: Pending</p> <p>Parent program participation:</p> <p>Career Ladder: 5</p> <p>English Language Development: 0</p> <p>Building Construction: 0</p> <p>Ag Industrial Mechanics: 0</p> <p>Forklift Training: 8</p> <p>Residential Electrical: 0</p> <p>Truck Driving: 7</p> <p>Data Source: GPUSD Adult Education Services, 2023</p>	<p>Number of parents participating: Pending</p> <p>Parent program participation:</p> <p>Career Ladder: NA</p> <p>Citizenship-English Language Development: 30</p> <p>GED</p> <p>Building Construction: NA</p> <p>Computer Literacy:</p> <p>Ag Industrial Mechanics: 0</p> <p>Auto Shop:</p> <p>Welding:</p> <p>Forklift Training: 8</p> <p>Residential Electrical: 0</p> <p>Truck Driving: 7</p> <p>Data Source: GPUSD Adult Education Services, January 2024</p>	<p>Number of parents participating: 35</p> <p>Data Source: GPUSD Adult Education Services, 2024</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.

There were no substantive differences in these planned actions. Parent involvement increased throughout the district. This year, parent classes started late due to issues with hiring teachers through West Hills College; however, by January 2024 adult classes were filling in a broad range including ESL citizenship and GED.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1--Exploration and Research Phase; 2--Beginning Development; 3--Initial Implementation; 4--Full Implementation; 5--Full Implementation and Sustainability

The actions outlined in Goal 3 supported the progress toward meeting the goal, "Increase education partner involvement with school, district, and community. Plan and implement more parent educational opportunities.

## 3.1 Translators

Implementation Status: 2--Beginning development.

GPUSD provided translators at board meetings, and when prearranged for other events. In addition, translation services were engaged for documents such as SARCs, SPSAs, and the LCAP in all its permutations.

No substantive difference in planned action compared to the actual implementation.

## 3.2 Parent Communication

Implementation Status: 3--Initial Implementation

GPUSD continued to use multiple communication mediums such as ParentSquare, bilingual flyers, a district website, newsletters, school marquees, phone calls, and letters during the 2023-2024 school year.

Substantive difference. Sites continued to arrange for parent and community events such as Back-to-School, Open-House, and Parent Conferences. Sites did not receive budgets until March 2024, so the use of this action has been minimal.

### 3.3 Parent Education & Support.

Implementation Status: 4--Full Implementation

GPUSD contracted with Fresno County for Adult Education. We also contracted with West Hills College in a consortium, and provide computers for adult learners at three sites. The use of funds for this action has been minimal.

No substantive difference; however, funds were used sparingly.

Overall Successes: GPUSD has established and maintained opportunities to provide education partners information about the services, actions, and funds, used to promote the academic and linguistic achievement of their children; inform them about the actions, services, and funds used to academically engage their children. GPUSD continues to inform the community about how they can help themselves and their children. Parent communication and classes are provided to ensure a positive school climate.

Overall Challenges: GPUSD needs to focus on employing someone for the adult education position.

### 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 among almost all actions occurred with less funding per action. The major reason for this difference is that tentative LCAP budgets for each action could not be calculated until early February 2024. Consequently, planning was very difficult. In action, the LCAP budget is underfunded.

Action 3.1 Translators. (Budgeted: \$40,000). GPUSD expended \$8,253. The material difference was the result of delayed appropriation of funds and usage.

Action 3.2 Parent Communication. (Budgeted: \$64,725). GPUSD expended \$12,775. The material difference was the result of delayed appropriation of funds and usage.

Action 3.3 Parent Education & Support. (Budgeted: \$15,000). GPUSD expended \$1,726. The material difference was the result of delayed appropriation of funds and usage.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve its goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1--Not Effective; 2--Somewhat Effective; 3--Effective

The actions in Goal 3 helped make progress toward the LEA goal: "Increase education partner involvement with school, district, and community. Plan and Implement more parent education opportunities."

Action 3.1 Translators, Action 3.2 Parent Education. Action 3.3 Parent Education and Support

Effectiveness of Action(s): 3

Metric(s): Parent Engagement, Student Connectedness Percentage of parents participating: Parent/teacher conferences; Adult Education courses offered: 7-12 including GED and English Language Development. In addition, a new welding course opened up and has enrolled 30 additional adults.

Analysis Statement: GPUSD promoted parent engagement throughout the district with banners including information on course sign-ups resulting in almost 300 parents and community members enrolling in classes. Collaboration with education partners also provided additional opportunities for parent participation. School sites created welcoming environments on back-to-school nights, during parent conferences, and on Open House Nights, indicating GPUSD does a great job involving parents and community members.

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.

Goal 3 was revised to include student and parent engagement.

Action 3.1 Exceptional Engagement (Includes Education partners, students, and parents)--Non-contributing action.

Engagement Support:

Action 3.2: Engagement Support Tier 2

Action 3.3: Engagement Intervention Tier 3

The metrics:

3.1 Students Extracurricular Engagement (All students, EL, FY, LI);

3.2 Attendance Rate (All students, EL, FY, LI)

3.3 Chronic Absence (All Students, EL, FY, LI)

3.4 Suspension Rate (All Students, EL, FY, LI)

Education Partner Input

Action Plan: GPUSD resources such as teachers, counselors, campus monitors, and intervention specialists will improve these indicated metrics for Tier 2 & Tier 3 support.

Student Engagement Actions:

Action 3.4 Leadership Programs

Action 3.5: Expanded Access to K-12 Education

The metrics:

3.2 Attendance Rates

3.3 Chronic Absence

3.8 School Connectedness Surveys

Action Plan: Personnel and resources will improve these metrics for student leadership and participation in after-school activities.

Parent Engagement Actions:

Action 3.6: Exceptional Parent Education

The metrics:

3.15 Participation in Adult Education

3.16 Adult Education Pathway Completers

Action Plan: Education partners and GPUUSD will improve metrics for parent education and participation in their children's school life

**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
4	GPUSD will provide well maintained and aesthetically pleasing school sites. GPUSD will build exemplary school and district facilities.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained (FIT)	Facilities Maintained (FIT) MET Maintain 100% of schools rated at "overall Facility Conditions - Good." (2020-2021)	Facilities Maintained (FIT) MET Maintain 100% of schools rated at "overall Facility Conditions - Good." (2021-2022)	Facilities Maintained (FIT) MET Maintain 100% of schools rated at "overall Facility Conditions - Good." (2022-2023)	Fit Report Pending.	Maintain 100% of schools rated as "Overall Facility Conditions – Good." (2023-2024)

### 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.

2023-2024 GPUSD maintains FIT report: 100%.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1--Exploration and Research Phase; 2--Beginning Development; 3--Initial Implementation; 4--Full Implementation; 5--Full Implementation and Sustainability

Only Action 1 in Goal 4 supported the progress toward meeting the goal, "GPUSD will provide well-maintained and aesthetically pleasing school sites. GPUSD will build exemplary school and district facilities." However, the remaining actions supported metrics in other goals.

#### 4.1 Facility Maintenance--Non-contributing

Implementation Status: 4--Full Implementation

GPUSD continues to provide ongoing facility maintenance and repairs

No substantive difference in planned action compared to the actual implementation.

#### 4.2 Improvement of Educational Facilities

Implementation Status: 3--Initial Implementation

No substantive difference in planned action compared to the actual implementation

#### 4.3 Enhanced Classroom Educational Environment

Implementation Status: 3--Initial Implementation

No substantive difference in planned actions compared to the actual implementation

Overall Successes: GPUSD has maintained facilities at 100% standards met.

Overall Challenges: Actions 4.2 & 4.3 need other metrics in order to implement them. Those metrics are chronic absence and suspension. because they are related to a relevant education for students.

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.

4.1 Facility Maintenance. (Budgeted: \$1,006,166). GPUSD expended \$1,000,000

4.2 Improvement of Educational Facilities. (Budgeted: 1,000,000). GPUSD expended \$1,00,000.



4.3 Enhance Classroom Educational Environment. (Budgeted: \$789, 366). GPUSD expended \$839,307. The material difference was the result of costs for planned CTE project in Health care and agriculture exceeded budget.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve its goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1--Not Effective; 2--Somewhat Effective; 3--Effective

The actions in Goal 4 helped make progress toward the LEA goal: "GPUSD will provide well-maintained and aesthetically pleasing school sites. GPUSD will build exemplary school and district facilities."

#### Action 4.1 Facility Maintenance

Metric: FIT Report

Effectiveness of Action(s): 3--Effective

Analysis Statement: GPUSD continues to provide ongoing facility maintenance and repairs. Maintenance and grounds provided excellent service throughout the school day for classroom repairs and issues with grounds. Schools used online service to notify of any issues as soon as possible. This year, GPUSD removed old or decayed materials and replaced with new landscape and facilities.

#### Action 4.2 & Action 4.3

Metric(s): CAASPP, suspension, and chronic absenteeism, A-G completion, students in CTE pathways and pathway completers.

Effectiveness of Action: 2--Somewhat Effective

2.1 & 2.2 ELA & Math CAASPP (EL)

2.3: EL Progress

2.4: Reclassification Rate

2.13 Graduation Rate (EL)

2.21 CCI Indicator (LEA Level: ELs, Tranquility High: ELs)

3.2 Attendance Rate (All students, EL, FY, LI)

3.3 Chronic Absence (All Students, EL, FY, LI)

3.4 Suspension Rate (All Students, EL, FY, LI)

## Education Partner Input

### 3.8 School Connectedness Surveys

Analysis Statement: GPUSD is only somewhat effective for these actions. 3 of 5 teachers in ROP/CTE were first year, indicating there was a high turnover rate in previous years, thus leaving students with less qualified teachers. The new teachers were highly engaging and encouraged students to compete in welding exhibitions and attend summer nursing programs. These teachers advocated for their students at board meetings to obtain Red Cross certifications, and obtained through other ed partners additional supplies and materials. In addition, counselors met with students to chart their academic progress and administrators monitored these students' progress and helped construct CTE pathways.

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.

Goal 4 will focus on RDR students who require their own goal as an equity multiplier site.

The actions in Goal 4 were reorganized into Goal 1: Conditions of Learning

#### Academic Conditions

Action 1: Exceptional Academic Conditions

Action 2: Enhanced Academic Conditions

The metrics:

1.1 Highly Qualified Teachers; 1.2 Standards Aligned Materials; 1.3 Standards Implementation; 1.4 Access to and Enrollment in a Broad Course of Study; 1.5 Monitoring Systems; 1.6 Inventories; 1.14 Instructional Rounds

Action Plan: GPUSD resources such as highly qualified teachers, the use of standards in instruction, monitoring student progress and teacher instruction will improve academic conditions for students.

Action Plan:

#### Technology

Action 3: Technology Department

Action 4: Enhanced Technology Department

The metrics:

1.7 Technology; 1.8 Technology Department; 1.9 Additional Technology Staff

Action Plan: GPUUSD technology staff and equipment will provide students with an excellent learning environment in classrooms.

Health Services

Action 5: Health Services

Action 6: Additional Health Services

The metrics:

1.10: Site Health Services; 1.11 Additional Health Services

Action Plan: GPUUSD Health service staff will provide students health support to improve their condition of learning.

Maintenance

Action 7: Facility Maintenance

Action 8: Maintenance Staff Extended Day

The metrics:

1.12 Maintenance of Facilities; 1.13 Custodial and Grounds Department:

Action Plan: GPUUSD staff will maintain exceptional safe schools for student learning.

**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](mailto: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
Golden Plains Unified School District	Felipe Piedra Superintendent	fpiedra@gpusd.org (559) 693-1115

## 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.

In September 2023, Golden Plains Unified School District selected a new superintendent for the first time in over 8 years, and the change in leadership has already provided cause for optimism. GPUSD has been able to re-organize and provide focused professional development in ELA and Math at San Joaquin Elementary and Tranquillity High School with Teachers on Special Assignment (TOSAs) in English Math, and STEAM. By January 2024, GPUSD was able to engage additional professional development in English and Math at Tranquillity Elementary and Cantua Elementary. This re-organization provided much-needed teacher training, and students at San Joaquin and Cantua have already shown promising results on local assessments in English and Math. At the high school, which faced challenges for EL students on the College and Career Indicator, GPUSD has for the first time since the 2020-2021 school year completely staffed its English and Math departments, and brought on a promising Science teacher to engage students. GPUSD also streamlined the process for sites to obtain necessary materials and supplies allowing students and teachers improved opportunities for student outcomes. There is clearly a new hope in Golden Plains, and every one is challenged to be their best because the best is what our students need.

Golden Plains Unified is located on the west side of Fresno County. Nearly all its students are low-income (92.4%), and in the Cantua area, students are at 100% free and reduced lunch. The district is made up of four distinct rural communities (community populations in parentheses): Cantua Creek (973); Helm (198); San Joaquin (4360); and Tranquility (1018). The District is made up of four K-8 schools (Cantua, Helm, San Joaquin, and Tranquillity Elementary), one high school (Tranquillity High School), and one continuation high school (Rio Del Rey). Because the district encompasses 360 square miles, some students spend up to an hour on the bus coming to school. Our students need teachers and staff who understand the conditions they live in, and the challenges they face getting to school on a daily basis.

Like the rest of California, the district is in declining enrollment. Last year GPUSD had 1,424 students; this year enrollment is just under 1400 with 55.8% English Learners including many long-term English Learners. The challenges EL students face learning English and becoming College and Career Ready are daunting. Since COVID 19 pandemic, GPUSD has not provided enough professional development for the EL standards, and prior to COVID 19, EL standards training was sporadic at best for new teachers, who need PD on how to engage EL students and provide learning environments that praise home language and culture. In the 2024-2025 school year, GPUSD will focus on the needs of English Learners with professional development and increased/improved services for English Learners;

GPUSD is blessed with a community of parents who love and support their children. Communication between parents, community, and school sites occurs on a regular basis. The school calendar, upcoming events, staff e-mail addresses, sports schedules, updated grades for students, and many additional links to daily school activities can be accessed from the district and site websites. Parents participate in the school lives of their children. They also are interested in adult education classes. This year GPUSD increased adult enrollment from a few parents to over 135. Parents attend classes like English Language Development, GED, Computer Basics, Forklift training, and Truck Driving. We plan to add adult pathways, so parents can receive certifications.

In conclusion, student achievement will happen. We have a number of English Learners who are now Long term ELs, and we plan to address their needs. Our continuation school Rio Del Rey, is receiving Equity Multiplier Funding, and GPUSD has met with site personnel to determine how best to provide oportuntites for these students to become college and career ready.

## Reflections: Annual Performance

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

2023 CALIFORNIA DASHBOARD INDICATORS WITH ANALYSIS INCLUDING ACTIONS FROM 2023-2024.

CHRONIC ABSENCE: Yellow

Reflection: The score suggests that chronic absence policies in place were effective.

Success: GPUSD improved dramatically on chronic absence in 2022-23, cutting the rate in half to 31%. Low Income, English Learners, and Hispanic students achieved yellow while homeless and students with disabilities scored orange.

Challenges: Implementing incentives to promote student attendance and other outreach. Last year, GPUSD struggled with the unavailability of an adequate number of administrators, and credentialed teachers.

#### SUSPENSION RATE: Yellow

Reflection: The score increased from previous years, suggesting that school policies for using alternatives to suspension were ineffective. However, the previous year fewer students returned from COVID restrictions, so the stat is skewed.

Success: GPUSD maintained a suspension rate at about 5%. No student groups were red for the district.

Challenges: A number of at-risk students struggled with discipline issues, and 3 of these students were expelled. GPUSD regrets the expulsions; however, student safety is critical.

#### ENGLISH LEARNER PROGRESS: Yellow

Reflection: While 38% of English Learners made progress, ELs only saw a meager 4% growth, and a large number of students remain long-term English Learners.

Success: 38% of ELs improved.

Challenges: GPUSD needs to address the needs of English Learners in Math, ELA, Science, and English Learner proficiency. These students need teachers who can engage ELs in learning Core subjects. ELs also need targeted tier 2 & tier 3 support.

#### GRADUATION RATE: Green

Reflection: The graduation rate increased 1.3% from the previous year. GPUSD like other districts struggled to engage students who were affected by COVID learning loss. No students groups scored red.

Success: The graduation rate was green, and all student groups scored at least green.

Challenges: English Learners graduated 15 points lower than Hispanic students. The challenge is training teachers and staff to meet the needs of English Learners.

#### ENGLISH LANGUAGE ARTS

Reflection: GPUSD students increased 3.9% in ELA. However, English Learners, Hispanic, Foster-Youth/Homeless and Low Income students all scored orange; and students with disabilities scored red. Such low scores indicate the need for principals to observe and discuss instruction with teachers, and for teacher professional development that meets the needs of students with disabilities



Success: Scores increased from last year 2023. We were able to hire two literacy coaches through state grants. They are working with grades K-3. We were able to hire 1 TOSA in ELA for the high school. This TOSA has provided valuable support for ELA across the curriculum She has also worked with our 6-8 grade teachers in Expository Reading and Writing Curriculum (ERWC) through out the year. In January, we were able to hire additional PD services in English for the three largest elementary schools. Preliminary assessments show progress.

Challenges: Providing professional development for ELA at school sites that struggle early in the year. Site principals should also engage in PD for observations and feedback, but they often spend too much time on management duties.

## MATHEMATICS

Reflection: GPUSD students increased 6.8 points on the 2023 CA Dashboard. However, Students with disabilities (SWD) decreased 6.1 points to 140.5 DFS. English Learners, Hispanic, Foster-Youth/Homeless and Low Income students all scored orange; and students Such low scores indicate the need for a focus on instruction including professional development and increased services or personnel.

Success: Scores increased from a year ago. At the start of the year, we assigned 2 full-time Math TOSAs to the elementary site with the lowest math scores, and the high school. Interim assessments indicate math scores rising at the elementary score. In January 2024, the GPUSD board approved additional Math coaches through a local provider. These coaches are working with the two other elementary schools. Preliminary feedback indicates positive math scores on assessments.

Challenges: Providing professional development for Math at school sites that struggle. The district needs PD for principals on regular observation and feedback.

## COLLEGE AND CAREER INDICATOR

Reflection: GPUSD faced several challenges with CCI. Only 16.7% of 96 students were prepared, suggesting that instruction and engagement were not meeting the needs of a large number of students. One large factor for a low CCI was the reluctance or inability to hire additional teaching staff for classrooms. Staff shortages throughout the district play a role in college preparation.

Success: In 2023-2024, GPUSD has brought on a number of highly qualified staff including a principal and vice principal at the high school. Both the English and Math departments were fully staffed for the first time since the 2020-21 school year. TOSAs in English and Math were available this year as well.

Challenges: The use of common assessments did not start until midyear, and teachers need additional professional development to implement PLCs and data analysis. Identifying students for Tier 2 & Tier 3 support is sporadic at times resulting in students losing opportunities for tutoring and credit recovery.

## BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES

Reflection: GPUSD has for many years met the standards for these conditions of learning; however, the need for new textbook adoptions is clear and will be addressed in the coming year; the number of credentialed teachers remained slightly below the state average.

Success: GPUSD filled several teaching positions, and began providing funds for teachers to clear their credentials. Facilities were maintained, and several renovations at the elementary and high school level were completed. Teacher compensation has improved in the last year and GPUSD is now at or near the top in teacher pay.

Challenges: New textbook adoptions need to be approved. Despite a number of teacher hired, GPUSD needs new teachers after several retired with incentives.

#### IMPLEMENTATION OF ACADEMIC STANDARDS

Reflection: GPUSD has met this standard; however, we are using textbook metrics and teacher hires to meet the standard. GPUSD needs to provide PD for teachers in all standards, including EL standards and monitor their use during the school year.

Success: We me the stand; however, we understand the need to adopt metrics that indicate teachers have been trained in standards implementation and that the standards are implemented.

Challenges: Initiating the new metrics and procedures for ensuring standards are being implemented.

#### PARENT AND FAMILY ENGAGEMENT

Reflection: GPUSD has met the standard for parent and family engagement.

Success: Sites report high parent attendance at Back-to-School, Parent Conferences, Open-House, and 8th-grade promotion, and high school graduation. In addition, the parent education program has grown exponentially since January 2024 when courses began. Over 135 parents attend up from 3 in August 2023.

Challenges: Adult Education program needs an administrator who can devote more time to the development,

#### LOCAL CLIMATE SURVEY

Reflection: GPUSD initiated the survey in December and January in order to ensure results came back in time, and they did. the results demonstrated the need for adults to develop relationships with students at the middle school and high school levels.

Success: Student reported feeling safe at school, and harassment was down. Despite not funding PBIS and/or Restorative Justice, suspension are consistent with last year or lower.

Challenges: Providing professional development for PBIS and Restorative Justice. The administration faced staffing challenges until half-way through the year.

#### ACCESS TO A BROAD COURSE OF STUDY

Reflection: GPUSD met this standard; however, a more precise metric is needed at the elementary and high school level. The metric should indicate how sites provide a broad course of study in terms of A-G, and sites must monitor that students are attaining these levels.

Success: GPUSD met the standard and has adopted new metrics to provide a better picture of which students are getting a broad course of study. Goal 2 is organized to reflect broad course of study. After the core academic subjects, there are actions that support agriculture, VAPA, STEAM, PE.

Challenges: Educating students and staff as to what a broad course of study involves.

#### LEAS WITH RED DASHBOARD INDICATORS FOR A STUDENT GROUP WITHIN THE LEA

ELA: SWD

Math: SWD

CCI: EL

Reflection: GPUSD understands that SWD and EL students face academic challenges. This year, with Federal Program Monitoring, the district revised its Master Plan and will get input from English Learner Committees. EL standards need to be implemented and monitored.

Success: GPUSD provides access for SWD and ELs in all classes.

Challenges: GPUSD needs to provide PD for EL and SWD standards implementation in addition to ensuring these students get access to Tier 2 and Tier 3 intervention.

#### LEAS WITH RED DASHBOARD INDICATORS FOR A STUDENT GROUP WITHIN ANY SCHOOL IN THE LEA

SanJoaquin Elem

ELA- EL, SED, Hisp

Tranquillity Elem

Math- EL, SED, Hisp

Tranquillity High

CCI - EL

Reflection: GPUSD understands that these student groups face challenges. At the start of the year, San Joaquin Elementary added 1 TOSA in reading intervention along with PD for grades K-3. At THS, GPUSD was able to staff the English and Math departments for the first time

since the 2020-21 school year. Additional pathway teachers were hired in Ag Mech and Health Careers. Because of CSI funds, Tranquillity Elementary was able to provide PD with Impact Teams.

Success: Students have enrolled in the Ag-Mech pathway course due a dynamic instructor; In January, GPUSD was approved to hire additional PD TOSAs for Math and English at Tranquillity High School. Tranquillity was able to fund a TOSA in ELA and Math. Preliminary assessments reveal these measures are working.

Challenges: GPUSD faced challenges implementing TOSAs from the LCAP until January.

#### LEAS WITH RED DASHBOARD INDICATORS FOR A SCHOOL WITHIN THE LEA

SanJoaquin Elem

ELA

Tranquillity Elem

Math

Reflection: GPUSD understands these schools faced challenges in ELA and Math. At the start of the year, San Joaquin Elementary added 1 TOSA in reading intervention along with PD for grades K-3. Because of CSI funds, Tranquillity Elementary was able to provide PD with Impact Teams.

Success: In January, GPUSD was approved to hire additional PD TOSAs for Math and English at Tranquillity High School. Tranquillity was able to fund a TOSA in ELA and Math. Preliminary assessments reveal these measures are working.

Challenges: GPUSD faced challenges implementing TOSAs from the LCAP until January.

## Reflections: Technical Assistance

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

N/A

# 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.

NA

## ***Support for Identified Schools***

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

NA

## ***Monitoring and Evaluating Effectiveness***

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

NA

# 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
<p>Golden Plains Unified School District General Public            ALL TEACHERS ARE INVITED TO ATTEND            ALL OTHER SCHOOL PERSONNEL/CLASSIFIED ARE INVITED TO ATTEND</p>	<p>2023-2024 LCAP ADOPTION</p> <p>Date of Public Hearing: August 6, 2024 (per Ed Code 52062(b)(1))</p> <p>Public Comment Period: August 3-August 13, 2024 (per Ed Code 52062(a)(3). (10 day period; this is an 11 day period)</p> <p>The public hearing position will be posted on the Golden Plains Unified School District website, district office, Westside Advance newspaper, and the Fresno Bee. (per Ed Code 52062(b)(1). The notice will include the notification that members of the public have the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update to the local control and accountability plan.</p> <p>The public will have access to the LCAP online and in the district office.</p> <p>Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2)</p> <p>Board Approval date: August 13, 2024. Local indicators were presented in conjunction with the LCAP and the LEA budget was</p>

Educational Partner(s)	Process for Engagement
	<p>adopted at the same meeting as the LCAP approval. (per Ed Code 52062(b)(2))</p> <p>June 11, 2024 6:00 PM In-Person Meeting at Tranquillity Elementary School Public Presentation LCAP</p> <p>June 18, 2024 6:00 PM In-Person Meeting San Joaquin Elementary Board Approved LCAP.</p>
GPUSD 2023-2024 Annual Update Report	<p>February 14, 2024 In-Person Board Meeting</p>
All Teachers	<p>January 31, 2024. 1:45 PM In-Person Meeting at Cantua Elementary Comprehensive needs assessment. Shared LEA progress. Gathered teacher input.</p> <p>March 13, 2024. 8:30 AM. Cafeteria. In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered input.</p> <p>May 1, 2024 2:15 PM. Leadership Room In-Person Tranquillity High School Comprehensive needs assessment. Shared LEA progress. Gathered teacher input</p> <p>May 6, 2024. 3:00 In-Person RDR teacher Shared LEA progress. Gathered teacher input.</p> <p>August 6, 2024 Teachers from all school sites</p>

Educational Partner(s)	Process for Engagement
	<p>2023-2024 LCAP Presentation</p> <p>August 3-August 13, 2024 Teachers from all school sites 10 day public comment period.</p>
Principals	<p>April 25, 2024 In-Person Meeting Topic: Principal input on the writing of the LCAP.</p> <p>May 2, 2024 In-Person Meeting Topic: Review of LCAP with principal input.</p>
GPUSD Administrators	<p>April 4, 2024. 2:00 PM Superintendent in-Person Meeting at District Office Reviewed and Reorganized LCAP Goals and Actions.</p> <p>April 18, 2024. 3:30 PM Board Room In-Person Meeting at District Office. District Office staff Shared LEA progress.</p> <p>May 2, 2024 Comprehensive needs assessment. Shared LEA progress. Gathered admin input.</p>
Other School Personnel	<p>Tranquillity Elementary Classified Staff January 17, 2024. 1:00 PM In-Person Meeting at Tranquillity Elementary Comprehensive needs assessment. Shared LEA progress. Gathered parent input</p> <p>January 31, 2024. 1:45 PM Classified Staff In-Person Meeting at Cantua Elementary</p>



Educational Partner(s)	Process for Engagement
	<p>Comprehensive needs assessment. Shared LEA progress. Gathered classified input.</p> <p>February 29, 2024. 10:00 AM Classified Staff In-Person Meeting at Tranquillity Elementary Comprehensive needs assessment. Shared LEA progress. Gathered parent input</p> <p>April 15, 2024. 12:00 PM. SEAL Roo, In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered SPED parent input.</p> <p>May 1, 2024 10:00 AM Leadership Room Classified Staff In-Person Meeting at Tranquillity High School. Comprehensive needs assessment. Shared LEA progress. Gathered input</p> <p>April 29, 2024 8:30 AM Board Room Nancy Akhavan Consulting In-Person Meeting at Cantua Elementary.</p> <p>May 2, 2024 8:30 AM. District Office Nancy Akhavan Consulting Remote meeting with Data Analysis Personnel at District Office</p> <p>May 3, 2024 9:00 Cantua Elementary Nancy Akhavan Consulting In-Person meeting at Cantua Elementary</p>
GPUSD Teacher Bargaining Unit	<p>April 15, 2024. 12:00 PM. SEAL Room In-Person Meeting at San Joaquin Elementary</p>

Educational Partner(s)	Process for Engagement
	Comprehensive needs assessment. Shared LEA progress. Gathered bargaining unit input.
GPUUSD Classified Bargaining Unit	April 17, 2024. 12:00 PM. SEAL Room In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered classified bargaining unit input.
Parent Advisory Committee	<p>January 17, 2024. 10:00 AM In-Person Meeting at San Joaquin Elementary. Comprehensive needs assessment. Shared LEA progress. Gathered parent input</p> <p>March 21, 2024. 10:00 AM In-Person Meeting at San Joaquin Elementary SEAL Room Comprehensive needs assessment. Shared LEA progress. Gathered parent input</p> <p>May 1, 2024. 10:00 AM In-Person Meeting at San Joaquin Elementary SEAL Room Comprehensive needs assessment. Shared LEA progress. Gathered parent input</p> <p>May 15, 2024. 12:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room Shared completed draft of LCAP. Gathered parent input</p> <p>June 4, 2024. 12:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room PAC approved LCAP</p> <p>July 24, 2024 12:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room. COMPLETE DRAFT OF LCAP 2024-2025 PRESENTED TO PAC.</p> <p>SUPERINDENT'S RESPONSE</p>

Educational Partner(s)	Process for Engagement
	Because there were no questions regarding the LCAP, the superintendent was not required to respond in writing.
District English Learner Committee	<p>January 17, 2024. 11:00 AM In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered EL parent input</p> <p>March 21, 2024. 11:00 AM In-Person Meeting at San Joaquin Elementary SEAL Room Comprehensive needs assessment. Shared LEA progress. Gathered parent input.</p> <p>May 1, 2024. 1:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room Comprehensive needs assessment. Shared LEA progress. Gathered parent input</p> <p>May 15, 2024. 1:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room Shared completed draft of LCAP. Gathered parent input</p> <p>June 4, 2024. 1:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room DELAC approved LCAP</p> <p>July 24, 2024 12:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room. COMPLETE DRAFT OF 2024-2025 PRESENTED TO DELAC.</p> <p>SUPERINTENDENT'S RESPONSE: Because there were no questions regarding the LCAP, the superintendent was not required to respond in writing.</p>
Parents	January 17, 2024. 4:30 In-Person Meeting at Tranquillity High School

Educational Partner(s)	Process for Engagement
	<p>Comprehensive needs assessment. Shared LEA progress. Gathered classified input.</p> <p>February 22, 2024. 10:00 In-Person Meeting at Cantua Elementary Comprehensive needs assessment. Shared LEA progress. Gathered EL parent input.</p> <p>March 13, 2024. 8:30 AM. Cafeteria. In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered EL parent input.</p> <p>April 15, 2024. 12:00 PM. SEAL Roo, In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered SPED parent input.</p>
GPUSD Students	<p>Tranquillity Elementary Students January 17, 2024. 1:00 PM In-Person Meeting at Tranquillity Elementary Comprehensive needs assessment. Shared LEA progress. Gathered student nput</p> <p>May 1, 2024 9:00 AM Leadership Room In-Person Meeting at Tranquillity High School Comprehensive needs assessment. Shared LEA progress. Gathered student input</p>
Equity Multiplier Site: Rio Del Rey High (Continuation)	<p>May 6, 2024. 3:00 PM In-Person RDR teacher Shared LEA progress. Gathered input from the teacher regarding students' need for academic and social-emotional support, including school connectedness.</p>

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

The 2024-2025 LCAP was directly influenced by education partner feedback. After reviewing all the education partner input from the list above, the LEA completed a thematic analysis based on LEADERSHIP, COMMUNICATION, PLANNING, INNOVATION, AND PEOPLE.

Thematic Analysis of Education Partner Input. These themes will be central to GPUSD's value system.

**LEADERSHIP.** Several education partners mentioned things that were the result of a lack of coordination between the fiscal and academic departments and a lack of staffing in both departments. With staffing in place, the district will move forward with timely budgets, budget monitoring, and principals directing funds to students promptly. Principals will need to foster school culture/spirit. Principals need to arrange for translation services. Principal and/or designee needs to implement Saturday school and tutoring

**COMMUNICATION.** Staff need regular updates of the SARC report, so they are aware of teacher credentialing issues, board approved curriculum, and how rigorous standards are implemented and monitored in schools.

**PLANNING.** LCAP language is not specific enough to determine what funds are being spent on.

**INNOVATION.** The adult education program started late due to staffing issues. Now there are 130 adults in the program since February 2024.

**PEOPLE.** District needs to provide PD for academics and MTSS for teachers and counselors.

The education partner thematic analysis resulted in a reorganization of the LEA's LCAP into the following goals:

**GOAL 1: CONDITIONS OF LEARNING.** GPUSD addressed each concern in writing the 2024-2025 LCAP.

1. Not all budgeted expenditures are being used. (Action 1: GPUSD will ensure staff are hired, curriculum purchased, services engaged) PAC input.
2. Standards implementation for ELs and all students: EL lack of support--need more aides for them. (Action 1: Rigorous CCSS & ELD standards are used in classrooms) DELAC input
3. Teacher professional development.(Action 1: Professional development for highly qualified teachers) Classified Input

4. Poor technology Integration. Outdated chromebooks at Helm. (Action 1.3. Established the technology department with this action. GPUSD can monitor expenditures in staff and materials and supplies. Action 1.4. Enhanced Technology Services. Additional staffing for improved service, and additional funds to improve hardware). Helm parent Input
5. SPED students need a credentialed teacher, another site. (Action 2.7 Special Education Certificated Staff. Added another SPED teacher at Tranquillity Elementary). SPED input
6. Students need a broad course of study. (Rewrote metric for broad course of study to include A-G for elementary. Established Actions that extended broad course of study. Action 2.5 CTE Program, Action 2.6 STEAM Program, Action 2.8 VAPA Program, Action 2.9 Ag-CTE Program. Action 2.10 Athletics Program). (High School staff & principal)
7. Students need new textbooks. (Rewrote metric for "Standards Aligned Instructional Material" to include elementary schools) (All teachers input)
8. Pathways need to be developed in high school. (Rewrote metric for broad course of study. Counselors will be required to publish pathways). (Student input)
9. Pacing charts needed (Rewrote metric for standards implementation so that pacing guides are monitored). (Teacher input)
10. Necesitan maestras de arte y musica (Established Action 2.8 VAPA in order to implement and develop the visual and performing arts at elementary and high school level). (SJES, TES & CES parent input)
11. We need improved facilities. (In Action 1.8 Facility Maintenance for extended Day, the district provided \$1,000,000 to enhance facilities.) (SJES classified)

## GOAL 2: STUDENT OUTCOMES

1. Make Saturday academy & tutoring available to all students. (Established Action 2: Academic Tier 2 Support so staff could connect students to tutors after school. Established Action 3 Tier 3 Support, so students have access to intervention teachers.). (DELAC parent input).
2. English Learners need drastically more support. (Established Action 2.4 English Learner and Long Term English Learner Program. The program establishes the English Learner Master as the guiding practice to improve EL progress in conjunction with Title III supports and English Learner Advisory Committee support).
3. Discontinuation of SEAL. Can the wording be changed? (SEAI has been discontinued)
4. No counselor for elementary; hire more counselors. (Action 2.2 Hired an elementary counselor for San Joaquin and Helm Elementary; Action 3.3 Hired a fourth counselor for two elementary schools).
5. More enrichment activities. (Action 2.8 Visual and Performing Arts Program established. Hired a high school music teacher. Action 2.10 Athletic Program: Hired 2 PE teachers for elementary school. 2.6 STEAM Program established. Funded a second elementary STEAM teacher). (All parents, students)

6. SDC classes are impacted. (Action 2.7 Special Education Certificated Staff. Added another SPED teacher at Tranquillity Elementary). (SPED input)
7. Late STEAM implementation (TOSA). (2.6 STEAM Program established. Funded a second elementary STEAM teacher). (SJES teacher input)
8. Use funds for an additional TOSA. (Added PE TOSAs in Action 2.10) (Principal input)
9. Literacy Support. Need more support for struggling readers. Instructional aides need to spend more time in classrooms. (Established Action 2.2 Academic Tier 2 Support. Instructional Aides will be located at sites to support small group instruction) (Principal input, teacher input THS).
10. Not all budgeted expenditures are being used like EL Program or MTSS. (This year's LCAP is aligned to the GPUSD budget through department numbers, so GPUSD can generate financial activity at any time). (All ed partners)
11. Need more support for ELs. (Established Action 2.4 English Learner and Long Term English Learner Program. The program establishes the English Learner Master as the guiding practice to improve EL progress in conjunction with Title III supports and English Learner Advisory Committee support.) (Classified & teachers input)
12. Students need Community Hubs and SEL. (Established Action 3.5 Expanded Access to K-12 Education. This action creates learning hubs at each site in conjunction with Extended Learning Opportunity Programs). (All Parents)
13. Newcomer support is lacking. (The additional of two additional counselors at the elementary level and maintained 2 counselors at the high school ). (PAC input)
14. Materials for new EL students. (Metric 1.1 is updated to ensure ELs have access to EL curriculum. Established Action 2.4 English Learner and Long Term English Learner Program. The program establishes the English Learner Master as the guiding practice to improve EL progress in conjunction with Title III supports and English Learner Advisory Committee support.) (Principal and teacher input)

### GOAL 3: ENGAGEMENT

1. Budgeted expenditures are not being used. (This year's LCAP is aligned to the GPUSD budget through department numbers, so GPUSD can generate financial activity at any time). (PAC input)
2. Improve communication. Use banners to promote events. (Action 3.6 Exceptional Parent Engagement. Funds used on banners to promote adult school sign-ups. Added an adult school secretary). (Classified input)
3. Use Google Voice for communication. (Action 3.1 Exceptional Engagement Strategies added. Sites monitor communication). (THS teachers input)
4. Parent education on how to use Aeries and the website. (Action 3.6 Exceptional Parent Engagement. Provided funds for parent education). (PAC & DELAC input)
5. SPED parents should be educated on how to protect student rights. (Action 3.2 Engagement Support. Funds provided to promote SPED rights). (SPED input)

6. Need more translators, use them more often. (Action 3.2 Engagement Support. \$202,780. to include translators) (DELAC input)
7. Need school marquees. (Action 3.1 Exceptional Engagement) General funds provided for facilities improvement). (SJES parent input)
8. School events with food trucks, music, DJ. (To be provided at school-related meetings with sign-ins) (Principal input)
9. Offer more adult education classes taught in person, beginning ELD. (Done through Adult Education) (DELAC input)
10. Need more parent classes. (See above) (DELAC input)
11. What are we using for parent communication? (Action 2: Engagement Support. Secretaries and teachers document parent contact). (CES staff input)
12. Campus monitors need training for positive climate. (Action 2: Engagement Support. Includes training on how to build relations). (THS classified input)
13. Need more campus monitors. Also to free up Instructional Aides (2) (Pending further discussion) (THS classified input)
14. No incentives to address chronic absences. Rewards and recognition needed. (Action 2 Engagement Support. Funds provided for incentives) (SJES teacher input)
15. Some sites lack school spirit. Sites need more team building. (Action 3.4 Leadership Program added.) (SJES classified input)
16. More transportation routes. Helm students wait 15-20 minutes for the bus. (Action 3.7 Home to School Transportation. Additional routes added for after-school participation) (Classified staff input)
17. For chronic absence, we need more direct services for students. (Action 2: Engagement Support. Secretaries and teachers document parent contact). (Principal input)
18. What is Social Emotional/Behaviorial Support Action being spent on? (Action 3: Intervention Tier 3. Added counselors for elementary schools) (TES classified staff)
19. There is a lack of motivation among students. (Action 2: Engagement Support. Additional funds provided for engagement activities) (Parent input)
20. Students do not feel adults care about them. (Action 3: Intervention Tier 3. School promotes concern for students through messaging and counseling, building positive relationships). (All teachers)

#### GOAL 4: EQUITY MULTIPLIER AT RIO DEL REY.

1. Students need a full-time behavior analyst or a counselor. (Action 1. Counselor provided at RDR) (RDR teacher input)
2. Students do not feel connected to the school. (Action 1. Counselor will check in more regularly with students) (RDR teacher input)
3. Students need faster responses to questions and the need to start a new online course when they finish. (see above) (Principal input)
4. Students need more attention from site admin. (Pending new principal). (Principal and DELAC input)



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Golden Plains Unified School District will ensure that the conditions for learning meet or exceed standards and/or expectations throughout the school year.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

GPUSD understands that our students and community face challenges. A large percentage of our students and parents are low-income and English Learner, and recent summative assessments indicate that our students and parent need GPUSD to address their basic needs first. In order to meet rigorous state standards, GPUSD is committed to providing students with standards aligned textbook materials and supplies and highly qualified teachers and staff. Curriculum should be aligned to Common Core State Standards (CCSS) and the English Language Development (ELD) standards, and teachers and staff should be provided the technology to monitor student proficiency throughout the school year. Students will be provided access to a broad course of study at all levels, so students can develop themselves fully as they prepare for college and career readiness. GPUSD is also committed to providing students increased service through access to technology. Every student has a chromebook or laptop checked out every year. In addition, parents will be provided access to courses and career pathways that prepare them to help their children at home with school work, improve their lives through job training, and become an active agent in school life. Additional health services and custodial are also needed to enhance conditions of learning.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Highly Qualified Teachers	Total FTE: 78  Clear: 78.3% Out-of-field: 0			Total FTE: 88  Clear: 93% Out-of-field: 0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Intern: 7.1% Ineffective: 14% Unknown: 0% NA: 0%  Data Year: 2023 Data Source: TAMO			Intern: 5% Ineffective: 2% Unknown: 0% NA: 0%  Data Year: 2027 Data Source: TAMO	
1.2	Standards Aligned Instructional Material	Standard Met  INSTRUCTIONAL MATERIALS ELA CCSS: 5 Math CCSS: 5 Hist/Soc St.: 2 ELD Standards: 3 Next Generation St: 3  Data Year: 2024 Data Source: CA Dashboard			Standard Met  INSTRUCTIONAL MATERIALS ELA CCSS: 5 Math CCSS: 5 Hist/Soc St.: 5 ELD Standards: 5 Next Generation St: 5  Data Year: 2027 Data Source: Dashboard	
1.3	Standards Implementation	Standard Met			Standard Met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PROFESSIONAL DEVELOPMENT ELA CCSS: 3 Math CCSS: 3 Hist. Social Studies: 2 ELD Standards: 3 Next Generation St: 2  POLICY/PROGRAM SUPPORT ELA CCSS: 3 Math CCSS: 3 Hist/Soc St.: 3 ELD Standards: 3 Next Generation St: 3  IMPLEMENTATION OF STANDARDS ELA CCSS: 2 Math CCSS: 2 Hist/Soc St.: 3 ELD Standards: 3 Next Generation St: 3  ENGAGEMENT OF SCHOOL LEADERSHIP:			PROFESSIONAL DEVELOPMENT ELA CCSS: 5 Math CCSS: 5 Hist. Social Studies: 5 ELD Standards: 5 Next Generation St: 5  POLICY/PROGRAM SUPPORT ELA CCSS: 5 Math CCSS: 5 Hist/Soc St.: 5 ELD Standards: 5 Next Generation St: 5  IMPLEMENTATION OF STANDARDS ELA CCSS: 5 Math CCSS: 5 Hist/Soc St.: 5 ELD Standards: 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Identifying professional learning needs of teachers/staff as a whole: 2</p> <p>Providing Support: 2</p> <p>Identifying the professional learning needs of individual teachers: 2</p> <p>Data Year: 2024</p> <p>Data Source: CA Dashboard</p>			<p>Next Generation St: 5</p> <p>ENGAGEMENT OF SCHOOL LEADERSHIP:</p> <p>Identifying professional learning needs of teachers/staff as a whole: 5</p> <p>Providing Support: 5</p> <p>Identifying the professional learning needs of individual teachers: 5</p> <p>Data Year: 2027</p> <p>Data Source: CA Dashboard</p>	
1.4	Access to and Enrollment in a Broad Course of Study	<p>Standard Met</p> <p>Grades TK-6</p> <p>Math; English: Science: Social Studies: VAPA: Health; PE</p>			<p>Standard Met</p> <p>Grades TK-6</p> <p>Math; English: Science: Social Studies: VAPA: Health; PE</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Total Students:  All Students: 1389  Low Income: 1305  Hispanic: 1355  English Learners: 714  Foster Youth/Homeless:  69</p> <p>Grades 7-8  Math; English; Science;  Social Studies: VAPA;  Health: PE; Foreign  Language; CTE  (Applied Arts);  Computer Literacy</p> <p>All Students: 100%  Low Income: 100%  Hispanic: 100%  English Learners: 100%  Foster Youth/Homeless:  100%</p> <p>Grades 9-12  Math; English; Science;  Social Studies: VAPA;  Health: PE; Foreign</p>			<p>Total Students:  All Students: 100%  Low Income: 100%  Hispanic: 100%  English Learners:  100%  Foster  Youth/Homeless:  100%</p> <p>Grades 7-8  Math; English;  Science; Social  Studies: VAPA;  Health: PE;  Foreign Language;  CTE (Applied  Arts); Computer  Literacy</p> <p>Total Students  All Students: 100%  Low Income: 100%  Hispanic:100%  English Learners:  100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Language; CTE (Applied Arts); Computer Literacy</p> <p>All Students:400</p> <p>Low Income: 100%</p> <p>Hispanic: 100%</p> <p>English Learners: 100%</p> <p>Foster Youth/Homeless: 100%</p> <p>Data Year: 2024</p> <p>Data Source: CA Dashboard</p>			<p>Foster Youth/Homeless: 100%</p> <p>Grades 9-12</p> <p>Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy</p> <p>Total Students: 100%</p> <p>All Students:100%</p> <p>Low Income: 100%</p> <p>Hispanic: 100%</p> <p>English Learners: 100%</p> <p>Foster Youth/Homeless: 100%</p> <p>Data Year: 2027</p> <p>Data Source: CA Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Monitoring Systems	<p>No insufficiencies of monitoring systems: New metric.</p> <p>All users: 100%</p> <p>Lanschool: 100%</p> <p>Clever: 100%</p> <p>Aeries: 100%</p> <p>Everest: 100%</p> <p>Panorama: 100%</p> <p>IReady: 100%</p> <p>Data Year: 2024</p> <p>Data Source: Local data</p>			<p>No insufficiencies of monitoring systems: New metric.</p> <p>All users: 100%</p> <p>Lanschool: 100%</p> <p>Clever: 100%</p> <p>Aeries: 100%</p> <p>Everest: 100%</p> <p>Panorama: 100%</p> <p>IReady: 100%</p> <p>Data Year: 2027</p> <p>Data Source: Local data</p>	
1.6	Inventories	<p>GPUSD Inventories Instructional Materials &amp; Technology (Textbooks, technology, athletic uniforms).</p> <p>All sites maintain inventories: 100%</p> <p>THS: 100%</p> <p>TES: 100%</p>			<p>GPUSD Inventories Instructional Materials &amp; Technology (Textbooks, technology, athletic uniforms).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SJES: 100% CES: 100% RDR: 100% HES: 100%  Data Year: 2024 Data Source: Local data			All sites maintain inventories: 100% THS: 100% TES: 100% SJES: 100% CES: 100% RDR: 100% HES: 100%  Data Year: 2027 Data Source: Local data 2027	
1.7	Technology	No insufficiencies of technology.  All users have access: 100%  CES: 100% of students TES: 100% of students SJES: 100% of students THS: 100% of students HES: 100% of students RDR: 100% of students			No insufficiencies of technology  All users have access: 100%  CES: 100% of students TES: 100% of students SJES: 100% of students THS: 100% of students	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2024 Spring Data Source: Local data			HES: 100% of students RDR: 100% of students  Data Year: 2027 Data Source: Local data	
1.8	Technology Department	Maintain Tech Staffing at these sites  2 staff  Helm:.5 San Joaquin: 1.5  Data Year: 2024 Spring Data Source: Local data			Maintain Tech Staffing at these sites  2 staff  Helm:.5 San Joaquin: 1.5  Data Year: 2027 Data Source: Local data	
1.9	Additional Technology Staff	Added Tech Staffing at these sites  2 Staff			Added Tech Staffing at these sites  2 Staff	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cantua: 1 Tranquillity ES .5 Tranquillity HS .5  Data Year: 2024 Spring Data Source: Local data			Cantua: 1 Tranquillity ES .5 Tranquillity HS .5  Data Year: 2027 Data Source: Local data	
1.10	Site Health Services	Maintain Health Staffing at these sites  2 Staff Helm:.5 San Joaquin: 1.5  Data Year: 2024 Spring Data Source: Local data			Maintain Health Staffing at these sites  2 Staff Helm:.5 San Joaquin: 1.5  Data Year: 2027 Data Source: Local data	
1.11	Additional Health Services	Added Health Staffing at these sites  2 Staff Cantua: 1			Added Health Staffing at these sites  2 Staff	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tranquillity ES .5 Tranquillity HS .5 (Includes 1 FTE nurse)  Data Year: 2024 Spring Data Source: Local data			Cantua: 1 Tranquillity ES .5 Tranquillity HS .5 (Includes 1 FTE nurse)  Data Year: 2027 Data Source: Local data	
1.12	FIT Report	Maintenance of Facilities  Site FIT Report Status  Cantua: Good Helm:Good San Joaquin: Good Tranquillity High: Good Tranquillity ES: Good Rio Del Rey: Good  Data Year: 2022-2023 Data Source: Williams FIT Report			Maintenance of Facilities  Site FIT Report Status  Cantua: Good Helm:Good San Joaquin: Good Tranquillity High: Good Tranquillity ES: Good Rio Del Rey: Good  Data Year: 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Williams FIT Report	
1.13	Custodial and Grounds Department	<p>Maintain Adequate Custodial &amp; Grounds at each site</p> <p>Required staffing percentage</p> <p>Cantua: 100%</p> <p>Helm: 100%</p> <p>San Joaquin: 100%</p> <p>Tranquillity ES: 100%</p> <p>Tranquillity HS: 100%</p> <p>Rio Del Rey: 100%</p> <p>Data Year: 2024</p> <p>Data Source: Local data</p>			<p>Maintain Adequate Custodial &amp; Grounds at each site</p> <p>Required staffing percentage</p> <p>Cantua: 100%</p> <p>Helm: 100%</p> <p>San Joaquin: 100%</p> <p>Tranquillity ES: 100%</p> <p>Tranquillity HS: 100%</p> <p>Rio Del Rey: 100%</p> <p>Data Year: 2027</p> <p>Data Source: Local data</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Instructional Rounds	Instructional Rounds per teacher  1st Quarter: 75%  2nd Quarter: 75%  3rd Quarter: 75%  4th Quarter: 75%  Data Year: 2024 Data Source: Local data			Instructional Rounds per teacher  1st Quarter: 100%  2nd Quarter: 100%  3rd Quarter: 100%  4th Quarter: 100%  Data Year: 2027 Data Source: Local data	

## 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	Exceptional Academic Conditions	<p>To provide exceptional academic conditions, Golden Plains Unified will provide the following:</p> <p>Administrators and staff to ensure the following:</p> <ol style="list-style-type: none"> <li>1. Every student has a highly qualified teacher.</li> <li>2. Every student has standards-aligned instructional materials.</li> <li>3. Every student has access to a broad course of study</li> <li>4. The rigorous Common Core State Standards (CCSS) and EL standards are implemented in all classrooms.</li> </ol> <p>GPUSD staff Administration Academic Services Finance Department Certificated teachers at all sites</p>	\$7,418,408.00	No
1.2	Enhanced Academic Conditions	<p>To provide enhanced academic conditions, Golden Plains Unified will provide the following:</p>	\$434,819.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Director of Academic Services</p> <p>District office staff for data and attendance</p> <p>Computer Based Monitoring systems</p> <p>Professional Development</p>		
<b>1.3</b>	Technology Department (2202)	<p>To support the district's technology needs, GPUSD will provide technology personnel.</p> <p>Director of Technology</p> <p>Technology Staff</p> <p>Technology personnel will provide chromebooks and laptops to students as well as technology assistance for GPUSD staff.</p>	\$319,673.00	No
<b>1.4</b>	Enhanced Technology Services	<p>To enhance the district's technology needs, GPUSD will provide the following:</p> <ol style="list-style-type: none"> <li>1. Additional Technology staffing</li> <li>2. Technology materials &amp; supplies</li> <li>3. Technology Professional Development</li> </ol>	\$627,945.00	Yes
<b>1.5</b>	Health Services	<p>To maintain adequate health services for students, GPUSD will provide the following:</p> <p>District Health Aides</p>	\$153,803.00	No
<b>1.6</b>	Additional Health Services	<p>To enhance the district's healthcare needs, GPUSD will provide the following:</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(1) Additional health aides (2) Supplies and materials (3) Professional Development & Support		
<b>1.7</b>	Facility Maintenance (2401)	To maintain clean and well-kept classrooms, offices, gyms, multi-purpose rooms, libraries, and community hubs, GPUSD will provide the following:  (1) Custodial & grounds staff (2) Supplies and materials (3) Professional Development & Support	\$1,906,020.00	No
<b>1.8</b>	Staff, Facilities, Materials, & Supplies for Extended Day	To provide enhanced facilities for extended day opportunities, GPUSD will provide the following:  (1) Additional Custodial staff (2) Supplies and materials (3) Professional Development & Support (4) Community Garden	\$2,300,000.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	GPUSD students will improve academically in ELA, Math, English Learner progress, and Physical Fitness towards college and career readiness throughout the year.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

GPUSD has developed this goal to address low student outcomes in ELA & Math summative assessments, English Learner progress, and college and career readiness. A large percentage of our students and parents are low-income and English Learners, and recent summative assessments indicate that what GPUSD did to address student outcomes in the past was not effective. For these reasons, GPUSD has determined that addressing the needs of English Learners, Low-Income, Hispanic, and SPED students will provide them the best opportunity to become college and career-ready. We will first provide the best instruction we can with highly qualified teachers. Teachers, counselors, and administrators will collaborate to determine which students need additional academic support and which might need more intensive academic intervention. Students who require Tier 2 academic support will be supported in the regular classroom by the teacher and any assigned instructional aides. The teacher and aide will provide support in small-group instruction. A certificated teacher will assist for students who need Tier 3 intervention during an intervention period, so these students can attain mastery of skills. Our schools will become centers of sustainable Professional Learning Communities because the school will place student achievement first. Quarterly assessments will provide the student data necessary to provide teachers of Tier 1 and Tier 2 insight into how to address learning gaps. Through grade level PLCs at the site and district level teachers will be able to determine everyone is committed to standards-aligned instruction, best first instruction, and ultimately the needs of the students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA	GOLDEN PLAINS UNIFIED All Students: 21.66%			Golden Plains Unified All Students:40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL:9.53% LI: 21.87% FY: NA Homeless: 22.58 SWD: 21.66% LI SWD: 8.3% LTEL: 4.46%  San Joaquin Elementary All Students:17.4% LI: 17.2% Hispanic:17.28% LI Hispanic:17.1% EL:10.6%  Data Year: 2022-2023 Data Source: CAASPP ELA			EL:30% LI: 35% FY: NA Homeless: 40% SWD: 25% LI SWD: 22% LTEL: 20%  San Joaquin Elementary All Students:40% LI: 35% Hispanic:40% LI Hispanic: 40% EL: 30%  Data Year:2026-2027 Data Source: CAASPP ELA	
2.2	CAASPP Math	GOLDEN PLAINS UNIFIED  SBAC Mathematics: 15.85%			GOLDEN PLAINS UNIFIED  SBAC Mathematics: 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners Standard Met: 10.35%</p> <p>Low Income: Standard Met: 15.40%</p> <p>Foster Youth Standard Met: NA</p> <p>Homeless: Standard Met: 15.63%</p> <p>SWD: Standard Met: 15.85%</p> <p>Long Term English Learners: Standard Met: 4.42%</p> <p>TRANQUILLITY ELEMENTARY All Students: 9% LI: 9% Hispanic: 9.18 EL: 3.84%</p>			<p>English Learners Standard Met: 23%%</p> <p>Low Income: Standard Met: 25%</p> <p>Foster Youth Standard Met: NA</p> <p>Homeless: Standard Met: 40%</p> <p>SWD: Standard Met: 20%</p> <p>Long Term English Learners: Standard Met: 15%</p> <p>TRANQUILLITY ELEMENTARY</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI Hispanic: 9.09  Data Year: 2022-2023 Data Source: DataQuest			All Students: 25% LI: 25% Hispanic: 25% EL: 25% LI Hispanic:25%  Data Year: 2026-2027 Data Source: DataQuest	
2.3	English Learner Progress	English Learners making progress toward language proficiency  Total ELs: 692 ELs making progress: 10%  LTEL students: 13.7%%  Data Year: 2022-2023 Data Source: CA Dashboard			English Learners making progress toward language proficiency  Total ELs: NA ELs making progress: 60%  LTEL students: 25%  Data Year: 2026-2027 Data Source: CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	English Learner Reclassification Rate	<p>EL Reclassification Rate</p> <p>Total ELs: 692 ELs Reclassified: 4%</p> <p>Data Year: 2024 Data Source: CALPADS</p>			<p>EL Reclassification Rate</p> <p>Total ELs: NA ELs Reclassified: 20%</p> <p>Data Year: 2027 Data Source: CALPADS</p>	
2.5	EAP College/Career Ready--ELA	<p>ELA Grade11 CAASPP</p> <p>All students: 29.8% LI: 14.71% EL: 13.51%</p> <p>Foster:* No results available Homeless* No results available</p> <p>Data Year: 2024 Data Source: DataQuest</p>			<p>ELA Grade11 CAASPP</p> <p>All students: 55% LI: 50% EL: 45% Foster: 55% Homeless: 55%</p> <p>Data Year: 2027 Data Source: DataQuest</p>	
2.6	EAP College/Career Ready--Math	<p>Math Grade 11 CAASPP</p>			<p>Math Grade 11 CAASPP</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All students: 6%</p> <p>LI: 6.25%</p> <p>EL: 0%</p> <p>Foster:* No results available</p> <p>Homeless* No results available</p> <p>Data Year: 2024</p> <p>Data Source: DataQuest</p>			<p>All students: 25%</p> <p>LI: 23%</p> <p>EL: 20%</p> <p>Foster: 20%</p> <p>Homeless: 20%</p> <p>Data Year: 2027</p> <p>Data Source: DataQuest</p>	
2.7	K-12 ELA Interim Assessment Quarterly Progress by School (% met/exceeded)	<p>IReady, IBAs &amp; ICAs</p> <p>GPUUSD Met or Exceeded</p> <p>LI: 20%</p> <p>EL: 15%</p> <p>FY: 20%</p> <p>Homeless: 20%</p> <p>Data Year: 2024</p> <p>Data Source: IREADY</p>			<p>IReady, IBAs &amp; ICAs</p> <p>GPUUSD Met or Exceeded</p> <p>LI: 50%</p> <p>EL: 45%</p> <p>FY:45%</p> <p>Homeless: 45%</p> <p>Data Year: 2027</p> <p>Data Source: IREADY</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	K-12 Math Interim Assessment Quarterly Progress by School (% met/exceeded)	IReady, IBAs & ICAs  GPUSD Met or Exceeded LI: 15% EL: 5% FY: 15% Homeless: 15%  Data Year: 2024 Data Source: IREADY			IReady, IBAs & ICAs  GPUSD Met or Exceeded LI: 35% EL: 30% FY: 30% H: 30%  Data Year: 2027 Data Source: IREADY	
2.9	K-12 ELD Interim Assessment Quarterly Progress by School (% met/exceeded)	IReady, IBAs & ICAs  GPUSD Met or Exceeded LI: 15% EL: 5% FY: 15% Homeless: 15%  Data Year: 2024 Data Source: IREADY			IReady, IBAs & ICAs  GPUSD Met or Exceeded LI: 35% EL: 30% FY: 30% Homeless: 30%  Data Year: 2027 Data Source: IREADY	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of Seniors meeting A-G requirements	<p>A-G Requirements met: 92 Students</p> <p>33: All students: 37.5%</p> <p>33: Low Income: 37.5%</p> <p>24: English Learners: 26%</p> <p>0: Foster Youth: 0%</p> <p>Data Year: 2022-2023</p> <p>Data Source: DataQuest 2023</p>			<p>A-G Requirements met:</p> <p>All students: 80%</p> <p>Low Income: 75%</p> <p>English Learners: 70%</p> <p>Foster Youth: 60%</p> <p>Data Year: 2026-2027</p> <p>Data Source: DataQuest</p>	
2.11	Percentage of Seniors completing at least 1 CTE Pathway	<p>Students who completed one pathway: 92 Students</p> <p>12: All students: 13%</p> <p>12: Low Income 13%</p> <p>1: English Learners: 1.2%</p> <p>0 : Foster Youth: 0</p> <p>Data Year: 2022-2023</p>			<p>Students who completed one pathway: maintain 150</p> <p>All students: 50%</p> <p>English Learners: 20%</p> <p>Foster Youth: NA</p> <p>Data Year: 2026-2027</p> <p>Data Source: CALPADS</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CALPADS				
2.12	Percentage of Seniors completing a CTE pathway and meeting A-G requirement	<p>Students who completed CTE pathway and A-G requirement.</p> <p>Total students: 92</p> <p>CTE Pathway completion: 12 students, or 13%%</p> <p>A-G Met: 33 students, or 37.5%</p> <p>CTE and A-G met: 3 students of 92: 3.2%</p> <p>Data Year: 2022-2023</p> <p>Data Source: CALPADS</p>			<p>Students who completed CTE pathway and A-G requirement.</p> <p>Total students: 100</p> <p>CTE Pathway completion: 50%</p> <p>A-G Met:80%</p> <p>CTE and A-G met: 25%</p> <p>Data Year: 2026-2027</p> <p>Data Source: CALPADS</p>	
2.13	Graduation Rate	2022-2023 Four Year Graduation Rate:			2022-2023 Four Year Graduation Rate:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 85.7% Low Income: 85.6% English Learners: 73% Foster Youth: NA Hispanic: 88.4% SWD: 53.8%  Data Year: 2022-2023 Data Source: CA Dashboard			All Students: 98% Low Income: 98% English Learners: 98% Foster Youth: NA Hispanic: 98% SWD: 98%  Data Year: 2026-2027 Data Source: CA Dashboard	
2.14	SPED Certification	Number of students receiving certification:  2023: 2/5 or 20%  Data Year: 2023 Data Source: Local Data			Number of students receiving certification:  Students: Total number. 100%  Data Year: 2027 Data Source: Local Data	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Percentage met/exceeded PFT in grades 5, 7, and 9	<p>2022-2023</p> <p>5th:</p> <p>Cantua: 19 of 19---100%</p> <p>Helm: 6 of 6---100%</p> <p>SJES: 54 of 62---100%</p> <p>TES: 24 of 24---100%</p> <p>7th</p> <p>Cantua: 14 of 18---100%</p> <p>Helm: 4 of 6---100%</p> <p>SJES: 50 of 52--100%</p> <p>TES: 21 of 24--100%</p> <p>Tranquillity High:</p> <p>9th: 96 of 96 (100%)</p> <p>Data Year: 2023</p> <p>Data Source: Local Data</p>			<p>Year</p> <p>5th:</p> <p>Cantua: 100%</p> <p>Helm: 100%</p> <p>SJES: 100%</p> <p>TES: 100%</p> <p>7th</p> <p>Cantua: 100%</p> <p>Helm: 100%</p> <p>SJES: 100%</p> <p>TES: 100%</p> <p>Tranquillity High:</p> <p>9th: (100%)</p> <p>Data Year: 2027</p> <p>Data Source: Local Data</p>	
2.16	Percentage of students participating in sports at each school in each	District students participating in sports:			District students participating in PE: Total students:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	season of sport. Grades 5-12.	<p>Total Students: Students participating: 1370</p> <p>Cantua Elementary: All: 192 Participating: 45%</p> <p>San Joaquin Elementary: All: 523 Participating: 25%</p> <p>Tranquillity Elementary: All: 202 Participating: 15%</p> <p>Helm Elementary: All: 70 Participating: 5%</p> <p>Tranquillity High: All: 383 Participating: 25%</p>			<p>Students participating: 1400</p> <p>Cantua Elementary: All: Participating: 50%</p> <p>San Joaquin Elementary: All: Participating: 50%</p> <p>Tranquillity Elementary: All: Participating: 50%</p> <p>Helm Elementary: All: Participating: 50%</p> <p>Tranquillity High: All: Participating: 40%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Rio Del Rey: (Continuation School)</p> <p>Data Year: 2024 Data Source: New metric Local Indicator</p>			<p>Rio Del Rey: (Continuation School)</p> <p>Data Year: 2027 Data Source: Local Data</p>	
2.17	Student Academics Monitoring: Subgroup Student Progress Monitoring	<p>Student Academic Monitoring</p> <p>Total students: Students receiving academic monitoring</p> <p>100% is goal</p> <p>Cantua Elementary: All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50%</p> <p>San Joaquin Elementary: All: 50% ELs: 50%</p>			<p>Student Academic Monitoring</p> <p>Total students: Students receiving academic monitoring</p> <p>100% is the goal</p> <p>Cantua Elementary: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED:100%</p> <p>San Joaquin Elementary:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 50% Hispanic: 50% SPED: 50%  Tranquillity Elementary: All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50%  Helm Elementary: All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50%  Tranquillity High: All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50%			All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100%  Tranquillity Elementary: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100%  Helm Elementary: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100%  Tranquillity High: All: 100% ELs: 100% Low Income: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rio Del Rey All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50%  Data Year: 2024 Data Source: New metric Local Indicator			Hispanic: 100% SPED: 100%  Rio Del Rey All: 100% ELs:100% Low Income: 100% Hispanic: 100% SPED: 100%  Data Year: 2027 Data Source: Local Data	
2.18	CAST Science	Golden Plains Unified All Students: 5.73 EL: 0% LI: 5.6% FY: NA SWD: 2.94% LI SWD: N/A LTEL: 0%  San Joaquin Elementary			LEA Level: All Students: EL: 20% LI: 20% FY: 10% SWD: 15% LI SWD: 10% LTEL: 215%  San Joaquin Elementary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 4.27% LI: 3.77% Hispanic: 4.35% LI Hispanic: 3.85% EL: 0%  Data Year: 2022-2023 Data Source: CAASPP			All Students: LI: 20% Hispanic:15% LI Hispanic:10% EL:10.6%  Data Year: 2027 Data Source: CAASPP	
2.19	ELA Distance from Standard	<b>GOLDEN PLAINS UNIFIED</b> All Students:81.6 DFS EL: 87.3 DFS Hispanic: 81.5 LI: 81.1 DFS FY: * Not available Homeless: 92.2 DFY SWD: 132.6 DFS LI SWD: Not available LTEL: 109.1  <b>SAN JOAQUIN ELEMENTARY</b> All Students: 97.8 DFS LI: 98.6 DFS			<b>GOLDEN PLAINS UNIFIED</b> All Students: 25 DFS EL: 0 DFS Hispanic: 25 DFS LI: 0 DFS FY: 25 DFS Homeless: 25 DFS SWD: 75 DFS LI SWD: 90 DFS LTEL: 50 DFS  <b>SAN JOAQUIN ELEMENTARY</b>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic:98.4 DFS EL: 102.2 DFS LI Hispanic: 98.4 DFS  Data Year: 2022-2023 Data Source: CA Dashboard			All Students: 0 DFS LI: 0 DFS Hispanic: 0 DFS EL: 10 DFS LI Hispanic: 10 DFS  Data Year: 2026-2027 Data Source: CA Dashboard	
2.20	Math Distance from Standard	GOLDEN PLAINS UNIFIED All Students:104.5 DFS Increased 6.8 points EL: 107.3 DFS Hispanic: 103.3 DFS LI: 104.4 DFS FY: 100.1 DFS SWD: 140.5 DFS LI SWD: Not available LTEL: 120.7 DFS  TRANQUILLITY ELEMENTARY			GOLDEN PLAINS UNIFIED All Students:104.5 DFS EL: 15 DFS Hispanic: LI: 15 DFS FY: 25 DFS SWD: 70 DFS LI SWD: 100 DFS LTEL: 50 DFS  TRANQUILLITY ELEMENTARY	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 143.3 DFS LI: 139.4 DFS Hispanic: 142.5 DFS EL: 138.5 DFS LTEL: 158.2 DFS  Data Year: 2022-2023 Data Source: CA Dashboard			All Students: 15 DFS LI: 15 DFS Hispanic: 15 DFS EL: 15 DFS LI Hispanic: 15 DFS  Data Year: 2026-2027 Data Source: CA Dashboard	
2.21	CCI Indicator	LEA Level: All Students:16.7% prepared LI:16.8% EL: 7.7% FY:NA SPED: 0% Hispanic: 17.2%  Tranquility High All students:17.6% EL :8.1%			LEA Level: All Students: 75% LI: 75% EL: 75% FY: 70% SPED: 50% Hispanic: 75%  Tranquility High All students: 75% EL: 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: CA Dashboard			Data Year: 2026-2027 Data Source: CA Dashboard	
2.22	Professional Development	GPUSD Instructional Staff & Teachers  Academic Instruction: 25% Academic Tier 2 Support: 10% Academic Tier 3 Intervention: 10%  Data Year: 2024 Data Source: New metric Local Indicator			GPUSD Instructional Staff & Teachers  Academic Instruction: 100% Academic Tier 2 Support: 100% Academic Tier 3 Intervention: 100%  Data Year: 2027 Data Source: Local Indicator	
2.23	Classroom Observations	GPUSD: Weekly Instructional Rounds  1st Q: 22/88 teachers: 25%  2nd Q: 22/88 teachers: 25%			GPUSD: Weekly Instructional Rounds  1st Q: 100% teachers	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Q: 22/88 teachers: 25%  4th Q: 22/88 teachers: 25%  Data Year: 2024 Data Source: New metric Local Indicator			2nd Q: 100% teachers  3rd Q: 100% teachers  4th Q: 100% teachers  Data Year: 2027 Data Source: Local Indicator	
2.24	AP Passage Rate	All Students AP Metric Met:  12/19 AP Spanish 11/11 AP CSP 1/8  All: 63%  Low Income: 100%  English Learners: Redesignated = (17/19) 89.47%			All Students AP Metric Met:  15/19 AP Spanish 11/11 AP CSP 4/8  All: 78.9%  Low Income: 100%  English Learners: Redesignated = 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Only = ( 1/19) 5.26%  English Learner = (1/19) 5.26%  Foster Youth: 0%  Data Year: 2023 Data Source: DataQuest			English Only = 20%  English Learner = 75%  Foster Youth: 0%  Data Year: 2027 Data Source: DataQuest	

## 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	Exceptional Academic Instruction	<p>To provide exceptional academic instruction, Golden Plains Unified will provide the following:</p> <p>Administrators and staff to ensure the following:</p> <ol style="list-style-type: none"> <li>1. Every student progresses on state summative tests.</li> <li>2. English Learners are reclassified</li> <li>3. Every student is College and Career-Ready</li> <li>4. Every student is administered Interim Assessments.</li> <li>5. Every student meets A-G requirements</li> <li>6. Every student has a pathway</li> <li>7. Every student passes the physical fitness test</li> <li>8. Every student is monitored academically</li> <li>9. Every students meets regularly with counselors</li> <li>10. Staff receive professional development</li> </ol> <p>Personnel:</p> <ul style="list-style-type: none"> <li>(5) Principals for each site</li> <li>(5) Secretary IIIs for each site</li> <li>(2) .5 FTE THS Counselors</li> <li>(1) THS Registrar</li> </ul>	\$1,755,697.00	No
2.2	Academic Tier 2 Support (2102)	<p>To support the need for Tier 2 support, the LEA will provide the following:</p> <ol style="list-style-type: none"> <li>1. Director of Academic Services (Funds captured in action 1.2)</li> </ol>	\$1,472,584.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2 (.5) Counselors at THS &amp; an elementary counselor</p> <p>3.. Instructional Aides at all sites (8)</p> <p>4. Librarians (4)</p> <p>5 Supplemental materials and supplies.</p> <p>6. Professional development includes time during the day for professional learning communities, during which teachers can review student assessment data. GPUSD will also provide additional Professional Development time during a 7-period day at THS. Professional Development support staff.</p>		
<b>2.3</b>	Academic Tier 3 Intervention	<p>To support the need for Tier 3 intervention, the LEA will provide the following:</p> <p>1. Tier 3 Intervention Teachers</p> <p>2. Instructional aides</p> <p>3 Supplemental materials and supplies</p> <p>4. Professional Development</p>	\$275,000.00	Yes
<b>2.4</b>	English Learner & Long Term English Learner Program (2107)	<p>To support the needs of English Learners and Long Term English Learners, the LEA will provide an English Learner Program, including an EL Master Plan. The EL program will consist of the following:</p> <p>1. ELD Certificated teachers</p> <p>2. ELD Certificated administrator (.5) &amp; counselors</p> <p>3. ELD Instructional aides</p> <p>4 ELD Supplemental materials and supplies</p> <p>5. ELD Professional Development</p>	\$246,514.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This Action will address the following Reds</p> <p>LEA Level: CCI: EL</p> <p>Tranquility High: CCI Indicator (ELs)</p>		
<b>2.5</b>	Career & Technical Education Program	<p>To address the following school-level Reds on the 2023 Dashboard:</p> <p>LEA Level: CCI: EL</p> <p>Tranquility High: CCI: EL</p> <p>GPUSD will provide the following:</p> <ol style="list-style-type: none"> <li>1. CTE Certificated teachers</li> <li>2. CTE Supplemental materials and supplies</li> <li>3. CTE Professional Development</li> </ol>	\$401,000.00	Yes
<b>2.6</b>	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	<p>To support STEAM participation and academic achievement, GPUSD will provide the following:</p> <ol style="list-style-type: none"> <li>1. STEAM Certificated teachers/ TOSA</li> <li>2. STEAM Supplemental materials and supplies</li> <li>3. STEAM Professional Development</li> </ol>	\$182,348.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>2.7</b>	Special Education Certificated Staff (2112)	<p>To provide best, first instruction for students with disabilities at all sites, GPUSD will provide these students access to the following:</p> <p>Certificated teachers  Certificated administrators &amp; counselors</p> <p>GPUSD will provide staffing for Special Day Class (SDC) at Tranquillity High School, mild to moderate who are on a Certificate of Completion track that require Independent Living Skills.</p>	\$1,645,000.00	No
<b>2.8</b>	Visual and Performing Arts Program	<p>To support VAPA participation and academic achievement, GPUSD will provide the following:</p> <ol style="list-style-type: none"> <li>1. Certificated teachers extra time.</li> <li>2. Supplemental materials and supplies</li> <li>3. Professional Development</li> </ol>	\$10,000.00	Yes
<b>2.9</b>	Agriculture Program	<p>To support Agriculture program participation and academic achievement, GPUSD will provide the following:</p> <ol style="list-style-type: none"> <li>1. Certificated teachers</li> <li>2. Supplemental materials and supplies</li> <li>3. Professional Development</li> </ol>	\$110,553.00	Yes
<b>2.10</b>	Athletics Program	<p>To enhance athletic program participation and student physical fitness, GPUSD will provide the following:</p>	\$278,868.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ol style="list-style-type: none"> <li>1. Additional Certificated PE teachers at the elementary schools.</li> <li>2. Instructional Aides.</li> <li>2. Supplemental materials and supplies</li> <li>3. Professional Development</li> </ol>		
<b>2.11</b>	Lower Class Size	<p>To support student access to highly qualified teachers, GPUSD will provide the following:</p> <ol style="list-style-type: none"> <li>1. Additional certificated personnel (Elementary)</li> </ol>	\$1,370,000.00	Yes
<b>2.12</b>	Targeted ELA Academic Support	<p>To address the following school-level Reds on the 2023 Dashboard:</p> <p>San Joaquin Elementary: ELA: All students, EL, SED, Hispanic</p> <p>The district will provide classified staff, ELA tutoring toward IABS, professional development in ELA, and Counselor student monitoring.</p>	\$5,000.00	Yes
<b>2.13</b>	Targeted Math Academic Support	<p>To address the following school-level Reds on the 2023 Dashboard:</p> <p>Tranquility Elementary: Math: All students, EL, SED, Hispanic</p> <p>The district will provide math classified staff, additional tutoring, and professional development.</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	Targeted Academic Support	<p>GPUSD needs to address the needs of the following school-level Reds on the 2023 Dashboard:</p> <p>LEA Level:            ELA: SWD            Math: SWD</p> <p>To support these identified student groups, the LEA will provide the following:</p> <ol style="list-style-type: none"> <li>1. Certificated administrator of SPED</li> <li>2. Instructional aides</li> <li>3. Supplemental materials and supplies</li> <li>4. Professional Development</li> </ol> <p>The metric section above demonstrates that our SPED students performed below the overall Math and ELA(CAASPP) student group at in the district. In GPUSD, about 90% of SPED students are also low-income.</p> <p>A needs assessment revealed that the low Math and ELA state assessment results for SPED students are due to their struggles with reading, ELA, and math skills, as compared to the performance rate for all students in these areas. In addition, education partners also stated a need for additional support and monitoring systems to track student progress for the identified student groups.</p> <p>Teachers will use daily classroom CFU and interim assessment data to determine how to address student learning gaps among SPED students. Teachers will require professional development in how to provide Tier 2 intervention in core subjects to SPED students.</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Teachers are also responsible for tracking SPED student data and notifying parents when students struggle.</p> <p>SPED Instructional aides will provide support by working with SPED students who meet or exceed standards allowing teachers to focus on students who need additional support.</p> <p>Administrators will foster Professional Learning at the site and district level in collaborative communities including the use of student interim assessments.</p> <p>The SPED coordinator oversees the site SPED program. He/she ensures students take the CAASPP summative tests with modifications, and that students who fulfill all the requirements for exiting the SPED Program are exited.</p> <p>Counselors meet all students and provide academic counseling and pathway planning. They monitor SPED student progress and place students in Tier 3 interventions after school, on Saturdays, or Summer School. Counselors refer students to psychologists if they determine that a student's academic challenges might benefit from the services of a psychologist.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	GPUSD will increase student, parent, and staff engagement throughout the school district	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

GPUSD believes that increased and improved engagement is critical for student success and parent involvement. English Learners have a higher suspension rate and almost double the dropout rate as all other students. GPUSD's focus is on engaging English Learners through improved SEL support, and professional development for staff so they can build relationships with students who feel disconnected. Schools will monitor their engagement more often, and provide counseling support Sites will participate in PBIS and/or Restorative Justice training so they can respond to student behavior with empathy and understanding. GPUSD expects that SEL training will improve engagement for all students and increase student, parent, and staff sense of connectedness. Parent engagement has been a positive surprise this year (2023-2024) for GPUSD. We will continue to improve outreach and provide additional opportunities for parents because we believe parent participation will help improve student engagement.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Counseling	Student Counseling Monitoring Total students: 70%  Cantua Elementary: Total students: All: 70%			Student Counseling Monitoring  Total students: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs:70% Low Income:70% Hispanic: 70% SPED:70%  San Joaquin Elementary: Total students:70% All: 70% ELs:70% Low Income:70% Hispanic: 70% SPED:70%  Tranquillity Elementary: Total students:70% All: 70% ELs:70% Low Income:70% Hispanic: 70% SPED:70%  Helm Elementary: Total students:70% All: 70%			Cantua Elementary: Total students: All: 100% ELs:100% Low Income: 100% Hispanic: 100% SPED:100%  San Joaquin Elementary: Total students:100% All: 100% ELs:100% Low Income:100% Hispanic: 100% SPED:100%  Tranquillity Elementary: Total students: All: 100% ELs:100% Low Income:100% Hispanic: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs:70% Low Income:70% Hispanic: 70% SPED:70%  Tranquillity High: Total students:70% All: 70% ELs:70% Low Income:70% Hispanic: 70% SPED:70%  Rio Del Rey Total students:70% All: 70% ELs:70% Low Income:70% Hispanic: 70% SPED:70%  Data Year: 2024 Data Source: Local Indicator			SPED:100%  Helm Elementary: Total students:100% All: 100% ELs:100% Low Income:100% Hispanic: 100% SPED:100%  Tranquillity High: Total students:100% All: 100% ELs:100% Low Income:100% Hispanic: 100% SPED:100%  Rio Del Rey Total students:100% All: 100% ELs:100% Low Income:100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic: 100% SPED:100%  Data Year: 2027 Data Source: Local Indicator	
3.2	Attendance Rates	Attendance Rate: 91.6%  P2: 1,272 Census Date Enrollment: 1388  Data Year: 2023-24 Data Source: (P2, CALPADS)			Attendance Rate: 95%  Data Year: 2027 Data Source: (P2, CALPADS)	
3.3	Chronic Absenteeism	Chronic Absenteeism All students: 31.0% English Learners: 27.0% Low Income: 31.8% Hispanic: 30.6% Foster Youth: N/A			Chronic Absenteeism All students: 17% English Learners: 15% Low Income: 17% Hispanic: 17% Foster Youth: NA	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: CA Dashboard			Data Year: 2026-2027 Data Source: CA Dashboard	
3.4	Suspension Rate	Suspension Rate: All students: 4.6% English Learners: 5.0% Low Income: 4.5% Hispanic: 4.3% Foster Youth: * Homeless: 4.5%  Data Year: 2022-2023 Data Source: Dataquest			Suspension Rate: All students: 4.0% English Learners: 4% Low Income: 4% Hispanic: 4% Foster Youth: 4% Homeless: 4%  Data Year: 2026-2027 Data Source: Dataquest	
3.5	Middle School Drop Out Rate	Middle School Dropout Rate: Cantua: 0% Helm:0% San Joaquin: 0% Tranquillity ES: 0%			Middle School Dropout Rate: Cantua: 0% Helm:0% San Joaquin: 0% Tranquillity ES: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2024 Data Source: District Records			Data Year: 2027 Data Source: District Records	
3.6	High School Drop Out Rate	High School Dropout Rate: All Students: 14.2% English Learners: 25.8% Low Income: 13.5% Hispanic: 14.3% Foster Youth: *Not Available Homeless:* Not Available  Data Year 2022-2023 Data Source: DataQuest			High School Drop Out Rate: All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% Foster Youth: Homeless: NA  Data Year: 2026-2027 Data Source: Dataquest	
3.7	Expulsion Rate	Expulsion Rate: 0.1% All Students: 0.1% English Learner: * Low Income:* Hispanic: 0.1%			Expulsion Rate: All Students: 0 English Learner: 0 Low Income:0 Hispanic: 0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth/Homeless: N/A  Data Year: 2022-2023 Data Source: Dataquest			Foster Youth/Homeless: 0  Data Year: 2026-2027 Data Source: Dataquest	
3.8	Sense of Safety and School Connectedness-Students	California Healthy Kids Survey Data Year: 2023-2024 December/January 2024  HIGH SCHOOL  SUPPORTS AND ENGAGEMENT School Connectedness:46.5 % Academic Motivation: 65.5% Two or fewer Absences per month: 91.5% Caring Adult Relationships: 40.5% High Expectations:53%			California Healthy Kids Survey Data Year: 2027  HIGH SCHOOL  SUPPORTS AND ENGAGEMENT School Connectedness:46.5 % Academic Motivation: 65.5% Two or fewer Absences per month: 91.5% Caring Adult Relationships: 40.5% High Expectations:53%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Meaningful Participation: 16.5 % Perceived School Safety: 47%  <b>VIOLENCE</b> No Victimization: 86 % No Harassment: 91% No Mean Rumors: 84% No Fear of Getting Beat Up: 91.5%  <b>OTHER SCHOOL CLIMATE INDICATORS</b> Promotion of Parental Involvement: 43.5% No Substance Use at School: 97.5% Facilities Upkeep:37.5%  <b>MIDDLE SCHOOL</b>  California Healthy Kids Survey Data Year: 2023-2024 December/January 2024			Meaningful Participation: 16.5 % Perceived School Safety: 47%  <b>VIOLENCE</b> No Victimization: 86 % No Harassment: 91% No Mean Rumors: 84% No Fear of Getting Beat Up: 91.5%  <b>OTHER SCHOOL CLIMATE INDICATORS</b> Promotion of Parental Involvement: 43.5% No Substance Use at School: 97.5% Facilities Upkeep:37.5%  <b>MIDDLE SCHOOL</b>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SUPPORTS AND ENGAGEMENT</p> <p>School Connectedness:50 %</p> <p>Academic Motivation: 69%</p> <p>Two or fewer Absences per month:89 %</p> <p>Caring Adult Relationships: 57%</p> <p>High Expectations: 61%</p> <p>Meaningful Participation: 29%</p> <p>Perceived School Safety: 45%</p> <p>VIOLENCE</p> <p>No Victimization: 65%</p> <p>No Harassment: 69%</p> <p>No Mean Rumors: 46%</p> <p>No Fear of Getting Beat Up: 77%</p> <p>OTHER SCHOOL CLIMATE INDICATORS</p> <p>Promotion of Parental Involvement:47%</p>			<p>California Healthy Kids Survey</p> <p>Data Year: 2023-2024</p> <p>December/January 2024</p> <p>SUPPORTS AND ENGAGEMENT</p> <p>School Connectedness:50 %</p> <p>Academic Motivation: 69%</p> <p>Two or fewer Absences per month:89 %</p> <p>Caring Adult Relationships: 57%</p> <p>High Expectations: 61%</p> <p>Meaningful Participation: 29%</p> <p>Perceived School Safety: 45%</p> <p>VIOLENCE</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No Substance Use at School:98.9% Facilities Upkeep: 24%  <b>ELEMENTARY SCHOOLS</b>  California Healthy Kids Survey Data Year: 2023-2024 December/January 2024  <b>SUPPORTS AND ENGAGEMENT</b> School Connectedness: 70% Academic Motivation:72% Two or fewer Absences per month: 87% Caring Adult Relationships:67% High Expectations:78% Meaningful Participation:43% Perceived School Safety:65%			No Victimization: 65% No Harassment: 69% No Mean Rumors: 46% No Fear of Getting Beat Up: 77%  <b>OTHER SCHOOL CLIMATE INDICATORS</b> Promotion of Parental Involvement:47% No Substance Use at School:98.9% Facilities Upkeep: 24%  <b>ELEMENTARY SCHOOLS</b>  California Healthy Kids Survey Data Year: 2023-2024 December/January 2024	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>VIOLENCE</p> <p>No Victimization:55%</p> <p>No Mean Rumors:66%</p> <p>Have not been hit or pushed : 59%</p> <p>OTHER SCHOOL CLIMATE INDICATORS</p> <p>Parental Involvement: 81%</p> <p>No Substance Use at School:84%</p> <p>Facilities Upkeep:76%</p>			<p>SUPPORTS AND ENGAGEMENT</p> <p>School Connectedness: 70%</p> <p>Academic Motivation:72%</p> <p>Two or fewer Absences per month: 87%</p> <p>Caring Adult Relationships:67%</p> <p>High Expectations:78%</p> <p>Meaningful Participation:43%</p> <p>Perceived School Safety:65%</p> <p>VIOLENCE</p> <p>No Victimization:55%</p> <p>No Mean Rumors:66%</p> <p>Have not been hit or pushed : 59%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					OTHER SCHOOL CLIMATE INDICATORS Parental Involvement: 81% No Substance Use at School:84% Facilities Upkeep:76%	
3.9	Sense of Safety and School Connectedness-Teachers/Staff	California Healthy Kids Survey Data Year: 2023-2024 December/January 2024  Teachers/Staff School Connectedness: 86% Averaged scale questions "Strongly Agree and Agree" School Safety: 92% Averaged scale questions "Strongly Agree and Agree"			California Healthy Kids Survey Data Year: 2027  Teachers/Staff School Connectedness: 86% Averaged scale questions "Strongly Agree and Agree" School Safety: 92% Averaged scale questions "Strongly Agree and Agree"	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Professional Development for Tier 2 & 3 Teachers & Staff	Professional Development Participation Tier 2 staff: 120 Tier 3 staff: 20  Academic Tier 2 Support: 50% Academic Tier 3 Intervention: 10%  Data Year: 2024 Data Source: Local indicator			Number of staff trained Tier 2 staff; Tier 3 staff:  Academic Tier 2 Support: 100% Academic Tier 3 Intervention: 100%  Data Year: 2027 Data Source: Local Indicator	
3.11	Parent and Family Engagement Survey	New Metric Survey of the LEAs Parents regarding the district's engagement efforts  Number of Quarterly Surveys completed (1-4) (Scale of 1-5)  Quarter 1: 2 Quarter 2: 2			Survey of the LEAs Parents regarding the district's engagement efforts  Number of Quarterly Surveys completed (1-4) (Scale of 1-5)  Quarter 1: 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Quarter 3: 2 Quarter 4: 2			Quarter 2: 5 Quarter 3: 5 Quarter 4: 5	
3.12	Parent Participation: Parent Conferences, Back-to-School, Open House	School Events Total Families: 781  Parent/teacher Conferences: 88% Open House: 93% Back-to-School Night: 65%  Data Year: 2024 Data Source: Local indicator			School Events Total Families: 800  Parent/teacher Conferences:90% Open House: 100% Back-to-School Night: 75%  Data Year: 2027 Data Source: Local Indicator	
3.13	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	New metric  Parent Input Meetings: SSC: 4 ELAC: 4  School Site Council			New metric  Parent Input Meetings: SSC: 4 ELAC: 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cantua: 100% Helm: 0 San Joaquin: 100% Tranquillity HS: 100% Tranquillity ES: 100% Rio Del Rey:0  English Learner Committee Cantua: 0 Helm: 0 San Joaquin: 50% Tranquillity HS: 100% Tranquillity ES:100% Rio Del Rey:0  SPED Advisory Number of meetings: 2  DO SPED: 100%  Data Year: 2024 Data Source: Local indicator			School Site Council Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity HS: 100% Tranquillity:100% Rio Del Rey:100%  English Learner Committee Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity HS: 100% Tranquillity: 100% Rio Del Rey:100%  SPED Advisory Number of meetings: 2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SPED meetings: 100%  Data Year: 2027 Data Source: Local Indicator	
3.14	Adult Education Courses	WESTHILLS COLLEGE FALL & SPRING  Maintain the following courses at these sites  SAN JOAQUIN ELEMENTARY ESL Citizenship: 1 High School GED: 1 Computer Literacy: 1  TRANQUILLITY HIGH SCHOOL ESL: 1 Welding: 1 Autoshop: 1 Residential Electrical: 2 Forklift: 1 Computer Literacy: 1			WESTHILLS COLLEGE FALL & SPRING  SAN JOAQUIN ELEMENTARY ESL Citizenship: 1 High School GED: 1 Computer Literacy: 1  TRANQUILLITY HIGH SCHOOL ESL: 1 Welding: 1 Autoshop: 1 Residential Electrical: 2 Forklift: 10	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CANTUA ELEMENTARY ESL Citizenship: 1</p> <p>Data Year: 2024 Data Source: Local indicator</p>			<p>Computer Literacy: 1</p> <p>CANTUA ELEMENTARY ESL Citizenship: 1</p> <p>Data Year: 2027 Data Source: Local Indicator</p>	
3.15	Parent Participation in Adult Education Courses	<p>WESTHILLS COLLEGE FALL &amp; SPRING Numbers of parent/community participants</p> <p>SAN JOAQUIN ELEMENTARY ESL: 28 High School GED: 39 Computer Literacy: 11 Fork Lift: 33 Truck Driving: 27</p> <p>TRANQUILLITY HIGH SCHOOL</p>			<p>WESTHILLS COLLEGE FALL &amp; SPRING Numbers of parent/community participants</p> <p>SAN JOAQUIN ELEMENTARY ESL: 25 High School GED: 20 Computer Literacy: 10 Fork Lift: 20 Truck Driving: 15</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ESL: 20 Welding: 40  CANTUA ELEMENTARY ESL Citizenship: 29 Forklift: 38 Residential Electrical: 22  SAN JOAQUIN ELEMENTARY FCSS Adult Education: 20  Data Year: 2024 Data Source: Local indicator			TRANQUILLITY HIGH SCHOOL ESL: 25 Welding: 40  CANTUA ELEMENTARY ESL Citizenship: 20 Forklift: 20 Residential Electrical: 20  SAN JOAQUIN ELEMENTARY FCSS Adult Education: 40  Data Year: 2027 Data Source: Local Indicator	
3.16	Adult Education Pathway Completers	GPUSD ADULT PATHWAYS (1) Number of students in the pathway (2) Students who completed the pathway			GPUSD ADULT PATHWAYS (1) Number of students in the pathway	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>PATHWAYS</p> <p>ESL: 76 students--0 completers--0%</p> <p>Health Careers: 0 students--0 completers--0%</p> <p>Data Year: 2024</p> <p>Data Source: Local indicator</p>			<p>(2) Students who completed the pathway</p> <p>PATHWAYS</p> <p>ESL: 75 students--25 completers--33%</p> <p>Health Careers: 50 students--25 completers 50%</p> <p>Data Year: 2027</p> <p>Data Source: Local Indicator</p>	
3.17	Parent and Family Engagement Survey	<p>Parents</p> <p>School Connectedness: 83% Averaged of Parental Involvement Scale questions "Strongly Agree and Agree"</p> <p>School Safety: 78% Averaged of Safe place for my child Scale questions "Strongly Agree and Agree"</p>			<p>Parents</p> <p>School Connectedness: 90% Averaged of Parental Involvement Scale questions "Strongly Agree and Agree"</p> <p>School Safety: 85% Averaged of Safe place for my</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Healthy Kids Survey  Data Year: 2023-2024 December/January 2024			child Scale questions "Strongly Agree and Agree"  California Healthy Kids Survey Data Year: 2027	

## 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	Exceptional Engagement Strategies	<p>To provide exemplary engagement strategies at all sites, GPUSD will provide the Tier 1 Multi-Tiered System of Support with the following:</p> <p>Administrators and staff to ensure the following:</p> <ol style="list-style-type: none"> <li>1. Every student's attendance is monitored to eliminate student drop-outs.</li> <li>2. PBIS and/or Restorative Justice is used to reduce suspensions and expulsions.</li> <li>3. Every student receives counseling for behavior and a referral to a psychologist when appropriate</li> <li>4. Staff receive professional development for working with English Learners, Low-Income, Foster-Youth, and SPED students</li> <li>5. Student School Connectedness increases</li> <li>6. Parents and Family Engagement increases.</li> <li>7. Parents and Education Partners are consulted through School Site Councils, English Learner Committees, District Committees.</li> </ol>	\$202,780.00	No
3.2	Engagement Support Tier 2	<p>To provide exemplary Tier 2 engagement strategies at all sites, GPUSD will provide MTSS with the following:</p> <ol style="list-style-type: none"> <li>1. Certificated teachers (TOSA)</li> <li>2. Additional Certificated administrators, counselors &amp; psychologists</li> <li>3. Instructional aides</li> <li>4 Supplemental materials and supplies</li> <li>5. Professional Development</li> <li>6. Translators &amp; Parent Involvement</li> </ol>	\$625,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		7. Campus Monitors		
3.3	Engagement Intervention Tier 3	<p>To support the need for Tier 3 Engagement intervention, the LEA will provide the following:</p> <ol style="list-style-type: none"> <li>1. Behavior Analyst (2)</li> <li>2 Supplemental materials and supplies</li> <li>3. Professional Development</li> </ol>	\$10,000.00	Yes
3.4	Leadership Program	<p>To provide additional Tier 2 engagement strategies at all sites, GPUSD will provide MTSS with the following:</p> <ol style="list-style-type: none"> <li>1. Supplemental Curriculum</li> <li>2. Students' Enrichment Opportunities</li> </ol>	\$5,000.00	Yes
3.5	Expanded Access to K-12 Education	<p>To establish and maintain expanded access to K-12 education at all its sites, GPUSD will provide the following:</p> <p>Materials and Supplies to ensure the following:</p> <ol style="list-style-type: none"> <li>1. The creation of learning hubs at every school site</li> <li>2. Increase the enrollment of English Learners, Low-Income, and Foster Youth/Homeless students</li> <li>3. Maintain extended hours of operation after the end of school and on Saturdays, and during holidays.</li> <li>4. High-quality certificated and classified staff</li> <li>5. Professional development in PBIS and/or Restorative Justice.</li> </ol>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>4. Counselors are available to provide academic planning</p> <p>5. Psychologists are available to address trauma and inequities exacerbated by the pandemic</p> <p>6. Parent and Family Engagement increases.</p> <p>7. Parents and Education Partners are consulted through advisory committees.</p>		
<b>3.6</b>	Exceptional Parent Education	<p>To maintain exceptional parent education, GPUSD will provide the following:</p> <p>Parent Education &amp; Engagement</p> <p>The GPUSD Adult education staff will ensure the following:</p> <ol style="list-style-type: none"> <li>1. A broad range of Adult Education courses</li> <li>2. Adult education pathways to employment</li> <li>3. Adult Education Fall and Spring Awards</li> </ol>	\$50,000.00	Yes
<b>3.7</b>	Transportation Home to School (2207)	GPUSD will continue to provide home to school transportation within the transportation boundaries for students to school related events.	\$750,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	EQUITY MULTIPLIER GOAL. Over the next three years, Rio Del Rey High aims to reduce the suspension rates of all students, with a specific focus on low-income and English Learner students to 4% and decrease chronic absenteeism to 4%.	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.

GPUSD developed this goal to address the need for an improved school climate for students at Rio Del Rey (RDR) the district continuation school. RDR shares a principal with Helm Elementary School in Helm. There is 1 FTE teacher who is highly qualified, so there are no issues in credentialing, subject matter preparation, or the retention of the instructor who has been at RDR since the 2020-2021 school year. There were 16 students at RDR by census; however, 6 more were added during the 2023-2024 school year. Of these students 93.8% are Low Income, 68.8% are English Learners. No students were Foster Youth. Students at RDR students are suspended at a higher rate (16%) than the rest of the school district, and students have a critically high chronic absence rate (86.44%), indicating these students need alternatives to suspensions and additional support services. GPUSD intends to support these students through college and career planning, frequent check-ins, and more engagement with counseling services. Students at Rio Del Rey have an identified need for counseling and additional support services as observed by their suspension and chronic absence rate. The LEA has chosen to prioritize this goal because nearly all students at Rio Del Rey are at risk as measured by chronic absence. Consultation with staff at RDR revealed students need a connection to school and a counselor or behavior analyst to support their academic needs. Oftentimes, they face challenges with the online academic program because a counselor is not available to update their courses resulting in their low attendance.

Identified School: Rio Del Rey in Helm

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	All Students: 16% EL: 21.4% Hispanic: 13.6%			All Students: 4% EL: 4% Hispanic:4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income: 17.4%  Year: 2023  Source: Online Public Update for Schools (OPUS)			Low-Income: 4%  Year: 2027  Source: Online Public Update for Schools (OPUS)	
4.2	Chronic Absenteeism Rate	All Students: 86.44% EL: 83.3% LI: 85.7%% SWD: 100%  Year: 2023  Source: Online Public Update for Schools (OPUS)			All Students: 15% EL: 15% Hispanic: 15% Low-Income: 15%  Year: 2027  Source: Online Public Update for Schools (OPUS)	

## 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	Academic Tier 2 Support	<p>EQUITY MULTIPLIER GOAL.</p> <p>Students at Rio Del Rey have an identified need for counseling and additional support services as observed by their suspension and chronic absence rate.</p> <p>The LEA has chosen to prioritize this goal because nearly all students at Rio Del Rey are at risk as measured by chronic absence. Consultation with staff at RDR revealed students need a connection to school and a counselor or behavior analyst to support their academic needs. Oftentimes, they face challenges with the online academic program because a counselor is not available to update their courses. Students also need additional social-emotional counseling.</p> <p>To meet the needs of the identified student groups, we will provide a counselor at Rio Del Rey.</p> <p>Counselors address the unique needs of these students by either aligning them with additional tutoring focused on their learning gaps, as indicated by metrics or connecting them with a Tier 2 &amp; 3 intervention coach who can specifically target and address their learning gaps, according to the metrics provided.</p>	\$50,000.00	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
\$7,064,756	\$956,392

## 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
47.236%	5.981%	\$879,787.05	53.217%

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
1.2	<p><b>Action:</b> Enhanced Academic Conditions</p> <p><b>Need:</b> According to state indicators for student outcomes and engagement, English Learners (EL), Low-Income (LI) Students, and homeless</p>	<p>To provide enhanced academic conditions, Golden Plains Unified will provide the following:</p> <p>Academic Services Director District office staff for data and attendance Computer Based Monitoring systems</p>	<p>Access to a Broad Course of Study (Metric 1.4) All Students, English Learners, Low-Income, and Foster students.</p> <p>CCI Indicator (Metric 2.21) All Students, English</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>students need targeted College and Career Readiness monitoring. Data shows that GPUSD English Learners, Low-Income Students, and Homeless students enroll in a broad course of study and college-ready courses at a lower rate than students across Fresno County.</p> <p>Based on a local needs assessment, we need to ensure a broad course of study for English learners, low-income, and homeless students. Our goal is to increase their engagement in school and ensure they graduate from high school prepared for college and/or a career.</p> <p>GPUSD teachers and instructional staff reported the need for detailed reports on EL, LI, and foster student academic and engagement progress to provide tiered intervention. Administrators need this specific data to track and monitor these students to ensure that sites are addressing student needs and to substantiate required reports to the state and local boards.</p> <p>In addition, a needs assessment revealed that teachers and staff require additional professional learning to meet the needs of EL, LI, and foster students and provide a district culture that respects their language and cultures.</p>	<p>Professional Development</p> <p>To ensure college and career readiness and access to a broad course of study for EL, LI, and foster students, the LEA Director of Academic Services will coordinate with all school sites. This coordination involves providing training during pre-service days, early release time, and extra hours for teachers, as well as during Professional Learning Communities (PLCs) and on minimum days, all based on identified student needs. This includes using data and monitoring systems to ensure that the identified students enroll in a broad course of study and are college- and career-ready.</p> <p>Training opportunities will be offered in collaboration with site and district administrative staff and supported through partnerships with consultants from outside agencies and our academic coaches. The Director of Academic Services plays a crucial role in meeting the unique needs of EL, LI, and foster students by supervising the processes that identify these needs and aligning district resources accordingly at each school site.</p> <p>To meet the needs of identified student groups, district office staff for data and attendance will utilize computer monitoring systems to monitor reports, data collection, and communication with sites based on the reports. Teachers will receive professional development on these monitoring</p>	<p>Learners, Low-Income, and Foster students.</p> <p>GPUSD will report on timely purchases of these tools and teacher training through its inventories for supplies and materials (metrics 1.5 &amp; 1.6).</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><b>Scope:</b> LEA-wide</p>	<p>tools as needed. GPUSD teachers will use the monitoring reports to enter grades, attendance, and additional reports. Counselors will use these tools to provide support, acceleration, and enrichment for EL, Foster, and LI Students. Site administrators will use these tools to ensure students are being supported.</p> <p>While this action is specifically created to support the identified needs of EL, LI, and foster students, it is being provided district-wide because all students will benefit.</p>	
<p><b>1.4</b></p>	<p><b>Action:</b> Enhanced Technology Services</p> <p><b>Need:</b> According to local data and historical trends, GPUSD English Learners, Low-Income Students, and Foster students need additional academic support based on the following metrics: CAASPP ELA, ELPI, A-G Completion, and CTE Pathway completion as compared to all students.</p> <p>According to local needs assessment, the student groups face challenges implementing technology to complete assignments and coursework. At the lower grades, English Learners, Low-Income, and Foster students</p>	<p>To enhance the district's technology needs, GPUSD will provide the following:</p> <ol style="list-style-type: none"> <li>1. Additional Technology staffing</li> <li>2. Technology materials &amp; supplies</li> <li>3. Technology Professional Development</li> </ol> <p>To address the needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, additional tech personnel will be deployed to ensure these students have access to technology early in the school year and that the technology functions reliably at all times. Teachers will receive the necessary programs and professional development at the start of the year, enabling them to integrate technology into their instruction immediately. This early implementation will allow students to combine technology with academic skills from the beginning of the year, supporting</p>	<p>CAASPP ELA (Metric 2.1) All Students, EL, FY, and LI</p> <p>English Learner Progress (Metric 2.3) EL &amp; LTELs</p> <p>Percentage of Seniors meeting A-G requirements (Metric 2.10) All Students, EL, FY, and LI</p> <p>Percentage of Seniors completing at least 1 CTE Pathway (Metric 2.11) All Students, EL, FY, and LI</p>

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	<p>often do not receive access to the latest Chromebooks/laptops.</p> <p>Teachers of these students also face challenges using digital programs because they are unavailable or because they need training to implement them. Based on the educational partner's feedback regarding the lack of access to technology at home, GPUSD understands the need to provide students with increased access to technology.</p> <p><b>Scope:</b> LEA-wide</p>	<p>their engagement in a broad course of study that includes technology integration.</p> <p>The presence of additional tech personnel and resources will also enhance teacher efficacy, ensuring that educators can effectively use technology to support the unique learning needs of EL, FY, and LI students. This approach will help these students develop critical academic and technological skills, preparing them for future college and career opportunities. Teachers will use whole-class or small-group instruction with devices such as headphones to allow EL students to practice listening skills.</p> <p>While this action is specifically created to support the identified needs of English learners, Foster Youth, and low-income students, it is being provided district-wide because all students will benefit.</p>	
<p><b>1.6</b></p>	<p><b>Action:</b> Additional Health Services</p> <p><b>Need:</b> According to input from parents and healthcare providers, Low-Income and Foster Youth students need additional health support at all sites. Data trends show that these students have a higher rate of chronic</p>	<p>These provisions will address the identified healthcare gaps by ensuring:</p> <p>Additional Health Aides: More health aides will ensure that students receive timely medical attention and support, reducing the waiting time for assistance and improving overall student health and safety.</p>	<p>Attendance Rates (Metric 3.2) All Students, FY, and LI</p> <p>Chronic Absenteeism (Metric 3.3) All Students, FY, and LI</p> <p>Additional Health Services ( Metric 1.11) Number of students served</p>

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	<p>absence and an overall lower attendance rate than all students.</p> <p>A local needs assessment showed that these students oftentimes do not have access to healthcare. At the lower grades, Low-Income and Foster Youth face challenges getting access to a nurse when they are injured. Teachers also report to the nurse so that they have ready access to a health care provider in case of injury or additional health-related referrals.</p> <p><b>Scope:</b> LEA-wide</p>	<p><b>Supplies and Materials:</b> Adequate medical supplies and materials will be available to address various health needs and emergencies, ensuring that LI and FYH students receive proper care when required.</p> <p><b>Services:</b> Enhanced healthcare services will include health check-ups, immediate response to injuries, and support for chronic health conditions, which will be particularly beneficial for vulnerable student populations.</p> <p><b>Professional Development:</b> Training for staff on healthcare protocols and best practices will improve their ability to respond to health issues promptly and effectively, ensuring a safer and healthier school environment for all students.</p> <p>By addressing these healthcare needs, GPUSD will create a safer and more supportive environment, ensuring that LI and Foster students have equitable access to healthcare resources essential for their overall well-being and academic success.</p> <p>While this action is specifically created to support the identified needs of foster youth and low-income students, it is being provided district-wide because all students will benefit.</p>	

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<p><b>1.8</b></p>	<p><b>Action:</b> Staff, Facilities, Materials, &amp; Supplies for Extended Day</p> <p><b>Need:</b> As demonstrated in the metric section (chronic absenteeism data), input from the District Advisory Committee identified that our English Learners, Foster Youth, and low-income students have some of the lowest participation rates in extended day opportunities. Based on a need assessment, additional offerings that cater to the interests of ELs, FYs, and low-income students are needed. Data trends show that these students have a higher chronic absence rate and an overall lower attendance rate than all students and are not taking advantage of additional learning opportunities.</p> <p>Students and parents reported a desire to participate in campus activities with their children after school and at other school events. In addition, a local needs assessment revealed that ELs, Low-Income, and foster youth students need project-based opportunities to interact with families using English beyond the school day.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To provide enhanced facilities for extended day opportunities, GPUSD will implement several key strategies:</p> <p>Additional Custodial Staff: Custodial staff will ensure that the extended day programs can operate in a clean and safe environment. This is crucial for maintaining a healthy and welcoming space for EL, FY, and LI students and staff during extended hours.</p> <p>Supplies and Materials: Providing necessary supplies and materials is essential for effectively implementing extended-day activities. This includes educational resources, recreational equipment, a community garden, and other materials needed to support various programs and activities.</p> <p>Professional Development and Support: Offering professional development and support for staff will equip them with the skills and knowledge required to run extended day programs effectively. This includes training in areas such as project-based learning, student engagement strategies, and cultural competency to better serve diverse student populations.</p> <p>None of the work being done is considered routine or regular maintenance. All school sites need improvements to serve better EI, FY, and LI</p>	<p>Attendance Rates (Metric 3.2) All Students, FY, EL, and LI</p> <p>Chronic Absenteeism (Metric 3.3) All Students, FY, EL, and LI</p> <p>CAST Science (Metric 2.18) All Students, FY, EL, and LI</p> <p>Educational Partner Input</p>

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		<p>students' needs and allow schools to provide additional extended day opportunities and hours.</p> <p>To support the reduction in absenteeism and meet the needs of ELs, FY, and LI students through project-based learning, the district will provide opportunities for students to collaborate with the school and their parents on initiatives such as planting trees and landscaping areas of the school. Additionally, a community garden may be implemented.</p> <p>These initiatives will support Next Generation Science Standards (NGSS) performance expectations and will be centered around themes such as Zero Waste, Water Wise, and Food Forest. A dedicated Garden Educator will lead these efforts, delivering hands-on environmental lessons, nutrition education, and nature connection activities. These activities will not only engage students and their families but will also meet high academic standards, fostering a deeper connection to school and promoting regular attendance.</p> <p>While this action is specifically created to support the identified needs of foster youth, English Learners, and low-income students, it is being provided district-wide because all students will benefit.</p>	

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<p><b>2.2</b></p>	<p><b>Action:</b> Academic Tier 2 Support (2102)</p> <p><b>Need:</b> NEED:</p> <p>2023 CA Dashboard Indicators:</p> <p>ELA CAASP ELs: Orange Low Income: Orange Foster Youth: Orange</p> <p>Math CAASP ELs: Orange Low Income: Orange Foster Youth: Orange</p> <p>English Progress: 10% making progress</p> <p>As demonstrated on the GPUSD CAASP ELA, Math, and English Progress, there is an enormous difference between the performance rates of our English Learners, Low-Income, and Foster-Youth students statewide. Based</p>	<p>To meet the needs of the identified student groups, we will provide the Director of Academic Services, Counselors at THS, Instructional Aides at all sites, Librarians, Supplemental materials, and professional learning for teachers, counselors, instructional aides, and administrators.</p> <p>The LEA Director of Academic Services will coordinate with all sites to provide training during pre-service days, early release-time and extra-hours for teachers, PLC and trainings on minimum days, based on identified student needs. Training opportunities will be provided in collaboration with site and district administrative staff, and supported through partnerships with consultants from outside agencies and our academic coaches. The Director of Academic Services improves the unique needs of EL, LI, and FY because he/she supervises the processes that determine the unique needs of these students and then aligns district resources to these students' unique educational needs at each school site.</p> <p>The Director of Academic Services oversees the regular administration of interim assessments and benchmarks to identify the specific needs of EL, FY, and LI students, enabling the allocation of district resources to support their development in both basic math and reading skills. By proactively addressing the diverse learning needs of these student groups, the director ensures equitable access to resources and interventions that facilitate progress in fundamental math and</p>	<p>2.1 &amp; 2.2 ELA &amp; Math CAASPP (all students, EL, FY, LI)</p> <p>2.3: EL Progress</p> <p>2.4: Reclassification Rate</p> <p>2.7-2.9 (all students, EL, FY, LI)</p> <p>Educational Partner Input</p>

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	<p>on a local needs assessment, the gap reflects inequities that must be addressed to ensure the identified student groups have equitable access to a quality education and opportunities for success.</p> <p>A needs assessment showed that English Learners, low-Income and Foster Youth Students in Golden Plains face several challenges in ELA, Math, and English Learner Progress:</p> <ol style="list-style-type: none"> <li>1. Basic reading skills such as recognizing and understanding written words, sentences, and paragraphs, phonics, and sight words. These skills are needed to enable the identified student groups to better comprehend and derive meaning from texts, facilitating effective communication and learning.</li> <li>2. Basic math skills, such as fundamental concepts, addition, subtraction, multiplication, and division, enabling the identified students to perform basic calculations and solve simple numerical problems. These skills are foundational for understanding more advanced mathematical concepts and are essential for everyday tasks like making basic calculations.</li> <li>3. English learners (EL) struggle to make progress due to limited access to quality language instruction, insufficient support in mastering vocabulary, grammar, and pronunciation, and a lack of opportunities for</li> </ol>	<p>reading abilities. This position is the arbiter of equity.</p> <p>Counselors address the unique needs of these students by either aligning them with additional tutoring focused on their learning gaps, as indicated by metrics or connecting them with a Tier 2 &amp; 3 intervention coach who can specifically target and address their learning gaps, according to the metrics provided.</p> <p>Instructional aides improve the unique needs of these students through small group instruction tailored to their specific learning needs indicated by the metrics. Instructional aides provide tier 2 push-in supports to increase access and provide just-in-time instruction to ensure students can access grade-level course work and standards.</p> <p>Librarians play a crucial role in supporting basic math and reading skills by offering supplemental library books tailored to address students' specific needs, such as decoding skills and leveled readers. Through ongoing monitoring of students' progress and alignment with metrics, librarians can ensure that they provide appropriate reading materials that cater to individual learning requirements, thereby fostering improvement in basic reading skills.</p>	



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	<p>meaningful practice and immersion in English-speaking environments.</p> <p>Educational partner feedback indicates that there is a need to implement and sustain professional learning in the area of high-quality instruction and classroom interventions, especially for English Learners, low-income youth, and Foster Youth.</p> <p>Educational partners highly recommended additional supplies and materials that extend reading and math instruction and/or provide additional opportunities for project-based-learning in CTE courses.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Supplemental materials meet the unique needs of these students once GPUSD instructs and assesses them because the supplemental materials address their specific learning gaps.</p> <p>District Office staff support professional development by handling logistical tasks like event coordination and communication, maintaining records, and gathering feedback to evaluate the effectiveness of training initiatives. District Office staff provides</p> <p>PD will focus on the best teaching strategies and practices in ELA, math, and English Language Development that are designed explicitly to support English Learners, Low-Income, and Foster-Youth. Professional development sessions are tailored to address the distinct requirements of English Learners (ELs), Low-Income students (LIs), and Foster-Youth (FY) by examining their performance on metrics 1.7-1.9 and reflecting on teaching approaches aligned with metrics 1.1-1.4. These sessions are essential as they allow educators to collaboratively analyze how their instructional methods cater to the specific linguistic, mathematical, and reading needs of ELs, LIs, and FY students, fostering the development of essential language, math, and reading skills.</p> <p>(1) Teachers will be provided with professional development for Tier 1 instruction in math, ELA,</p>	



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		<p>and English Learner instruction; (2) Teachers will be provided with more professional learning time throughout the day; (3) Administrators will provide PD in how to improve instructions and PLCs; (3) Counselors will receive training so they can provide academic counseling for ELs, LI, and FY students; (4) Instructional Aides will receive training on small group instruction for ELs, Low-Income, Foster-Youth-Homeless. (5) Librarians will receive professional development to provide decodable readers and level-readers that meet the unique needs of EL, Low-Income, and Foster-Youth.</p> <p>This action is specifically created to support the identified needs of English learners, low-income students, and foster youth; however, because we believe all students will benefit, this action is being provided district-wide.</p>	
2.3	<p><b>Action:</b> Academic Tier 3 Intervention</p> <p><b>Need:</b> As demonstrated on the GPUUSD CAASP ELA, Math, and English Progress, there is an enormous difference between the performance rates of our English Learners and all students; Low-income students perform lower than all students. Based on a local needs assessment, the gap reflects deep inequities that must be</p>	<p>To meet the needs of the identified student groups, we will provide Tier 3 Intervention teachers, counselors, instructional aides, supplemental materials, and professional learning for Tier 3 teachers, instructional aides, and administrators.</p> <p>Tier 3 teachers play a vital role for English Learners (ELs), Foster-Youth (FY), and Low Income (LI) students by delivering intensive, individualized instruction tailored to their unique academic needs. They implement specialized</p>	<p>2.1 &amp; 2.2 ELA &amp; Math CAASPP (all students, EL, FY, LI)</p> <p>2.3: EL Progress</p> <p>2.4: Reclassification Rate</p> <p>2.7-2.9 (all students, EL, FY, LI)</p> <p>Educational Partner Input</p>

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	<p>addressed to ensure all students have equitable access to quality education and opportunities for success. For GPUSD, the equity gaps are so deep, that GPUSD must resort to Tier interventions to address them.</p> <p>A needs assessment showed that English Learners, Low Income and Foster Youth Students in Golden Plains face several challenges to attaining a quality education:</p> <p>A needs assessment showed that English Learners, low-Income and Foster Youth Students in Golden Plains face several challenges in ELA, Math, and English Learner Progress:</p> <p>Tier 3 intervention is crucial for English Learners (ELs), Foster-Youth (FY), and Low Income (LI) students as it provides intensive, individualized support to address significant learning gaps in areas such as language acquisition, basic math, and reading skills. This targeted approach ensures that these students receive the necessary resources and instruction to make meaningful academic progress and achieve proficiency.</p> <p>1. Basic reading skills such as recognizing and understanding written words, sentences, and paragraphs, phonics, and sight words. These</p>	<p>strategies and interventions to bridge significant learning gaps, particularly in areas such as language development, basic math, and reading skills, ensuring these students can achieve their full academic potential.</p> <p>Instructional aides improve the unique needs of these students through small group instruction tailored to their specific learning needs indicated by the metrics. Instructional aides provide tier 3 push-out and small group supports to increase access and provide just-in-time instruction to ensure students can access grade-level course work and standards.</p> <p>Supplemental materials meet the unique needs of these students once GPUSD instructs and assesses them because the supplemental materials address their specific learning gaps.</p> <p>In addition, the LEA Director of Academic Services will coordinate with all sites to provide training during pre-service days, early release-time and extra-hours for teachers, PLC and trainings on minimum days, based on identified student needs. Training opportunities will be provided in collaboration with site and district administrative staff, and supported through partnerships with consultants from outside agencies and our own academic coaches.</p> <p>(1) Teachers need professional development for Tier 2 and 3 instruction in math, ELA, and English</p>	

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	<p>skills are needed to enable the identified student groups to better comprehend and derive meaning from texts, facilitating effective communication and learning.</p> <p>2. Basic math skills, such as fundamental concepts, addition, subtraction, multiplication, and division, enabling the identified students to perform basic calculations and solve simple numerical problems. These skills are foundational for understanding more advanced mathematical concepts and are essential for everyday tasks like making basic calculations.</p> <p>3. English learners (EL) struggle to make progress due to limited access to quality language instruction, insufficient support in mastering vocabulary, grammar, and pronunciation, and a lack of opportunities for meaningful practice and immersion in English-speaking environments.</p> <p>Educational partner feedback indicates that there is a need to implement and sustain professional learning in the area of high-quality instruction and classroom interventions in Tier 3, especially for English Learners, low-income youth, and Foster Youth.</p> <p>Educational partners highly recommended additional supplies and materials that extend reading and math instruction and/or provide additional opportunities for project-based-learning.</p>	<p>Learner instruction; (2) Teachers need PD on how to improve support in Tier 3 and in PLCs. PD will focus on the best teaching strategies and practices in ELA, math, and English Language Development that are designed explicitly to support English Learners, Low-Income, Foster-Youth and Homeless.</p> <p>This action is specifically created to support the identified needs of English learners, low-income students, and foster youth; however, because we believe all students will benefit, this action is being provided district-wide.</p>	

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	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.5</b></p>	<p><b>Action:</b> Career &amp; Technical Education Program</p> <p><b>Need:</b> State indicators for student outcomes and engagement reveal that English Learners struggle to learn skills and concepts in the classroom. With many English Learners, the reclassification rate remains low at 4%, highlighting the need for focused interventions to support their academic progress.</p> <p>EL students face significant challenges in becoming A-G ready, a crucial component of College and Career Readiness. They require additional resources to gain the language support necessary for accessing CTE classes, as English Learners have scored very low on the College and Career Readiness Indicator.</p> <p>A needs assessment revealed that English Learners (ELs) require enhanced opportunities and resources to expand access to project-based learning and Career and Technical Education (CTE) offerings. These supports are essential for improving their College and</p>	<p>To meet EL's needs, we will provide CTE-certified teachers, materials/supplies, and professional development.</p> <p>CTE teachers will use daily classroom CFU and EL interim assessment data to determine how to address student learning gaps among English learners. Teachers will require professional development in how to provide Tier 2 intervention in core subjects to English Learners. Tier 1 support for ELs is being met in another goal because the EL standards and how to instruct ELs is a condition of learning (see Goal 1)</p> <p>Teachers are also responsible for tracking EL student data and notifying parents when students struggle. Comprehensive data reports on all learning standards and student progress toward mastery are essential when the site determines whether or not the student may need SPED services.</p> <p>The CTE program coordinator will, in conjunction with education partners, evaluate the CTE program and how it meets the needs of ELs and other criteria. The evaluation will be shared with</p>	<p>2.1 &amp; 2.2 ELA &amp; Math CAASPP (EL)</p> <p>2.3: EL Progress</p> <p>2.4: Reclassification Rate</p> <p>2.7-2.9 (EL)</p> <p>2.13 Graduation Rate (EL)</p> <p>2.21 CCI Indicator (LEA Level: ELs, Tranquility High: ELs)</p> <p>Educational Partner Input.</p>

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	<p>Career Readiness, ensuring they acquire practical skills and knowledge relevant to their future educational and career aspirations.</p> <p>In addition, we did a deep dive into the CCI Indicator at the LEA level and Tranquility High for EL students. According to the 2023 Dashboard, EL students are performing lower than the all-student group. EL students face challenges in becoming A-G ready, a part of College and Career Readiness. Additional resources are also needed to ensure ELs have the language support necessary to access CTE classes.</p> <p>GPUSD teachers and instructional staff reported the need for targeted support for English Learners, who are often 3-5 years behind in learning. Teachers also report that they need professional development that addresses English Learners' needs.</p> <p>Parents are concerned that teachers do not have the requisite skills to teach English Learners.</p> <p><b>Scope:</b> Schoolwide</p>	<p>the site English Learners Advisory Committee and the District English Learners Advisory Committee so those committees can evaluate how EL needs are being met.</p> <p>Staff will use additional supplies and materials to extend reading instruction and/or provide additional opportunities for project-based learning.</p> <p>This action is specifically created to support the identified needs of English learners; however, because we believe all students will benefit, this action is being provided district-wide.</p>	

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<p><b>2.6</b></p>	<p><b>Action:</b> Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)</p> <p><b>Need:</b> As demonstrated on the GPUSD CAASP ELA, Math, CAST (science), and English Progress, there is a difference between the performance rates of our English Learners, Low-Income, foster youth, and students statewide. Based on a local needs assessment, the gap reflects inequities that must be addressed to ensure the identified student groups have equitable access to quality education and opportunities for success.</p> <p>A needs assessment showed that English Learners, low-income and Foster Youth Students in Golden Plains face several challenges in ELA, Math, Science, and English Learner Progress:</p> <p>A needs assessment revealed the need for hands-on, engaging learning experiences that enhance critical thinking, problem-solving, and creativity among EL, FY, and LI students. Local data shows a need to provide equitable access to cutting-edge resources and real-world applications of science, technology, engineering, arts, and mathematics, which are crucial for their academic and career success.</p>	<p>We will provide STEAM-certified teachers, materials/supplies, and professional development to meet the needs of the identified student groups.</p> <p>STEAM teachers will use daily classroom CFU and interim assessment data to determine how to address student learning gaps among EL, LI, and FY students. Teachers will receive professional development in providing Tier 2 intervention in ELA, Math, and Science through interactive learning modalities. We believe that by integrating STEAM into the curriculum at all grade levels, these students will be able to build foundational skills, boost their confidence, and increase their interest in pursuing advanced studies and careers in STEAM fields.</p> <p>Teachers are also responsible for tracking student data and notifying parents when students struggle. Comprehensive data reports on all learning standards and student progress toward mastery are essential.</p> <p>The STEAM program Teacher on Special Assignment (TOSA) will collaborate with education partners and work with teachers to evaluate the effectiveness of the STEAM program in meeting the needs of EL, FY, and LI students. By continuously assessing and refining the program based on specific criteria and student feedback, the TOSA will ensure that the STEAM program is tailored to support the academic growth and</p>	<p>2.1 &amp; 2.2 ELA &amp; Math CAASPP (all students, EL, FY, LI)</p> <p>2.18 CAST (all students, EL, FY, LI)</p> <p>2.3: EL Progress</p> <p>2.4: Reclassification Rate</p> <p>2.7-2.9 (all students, EL, FY, LI)</p> <p>Educational Partner Input</p>

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	<p>Teachers also report they need professional development addressing incorporating more hands-on learning experiences in the classroom. Additional supplies and materials that extend reading instruction and provide opportunities for project-based learning in STEAM courses are also needed.</p> <p><b>Scope:</b> LEA-wide</p>	<p>engagement of these student groups, ultimately preparing them for future educational and career opportunities in STEAM fields.</p> <p>Teacher professional development and support will focus on enhancing critical thinking, problem-solving, and creativity and providing equitable access to advanced resources and real-world applications in science, technology, engineering, arts, and mathematics.</p> <p>Staff will use additional supplies and materials to extend reading instruction and/or provide additional opportunities for project-based learning.</p> <p>This action is specifically created to support the identified needs of English learners, low-income students, and foster youth; however, because we believe all students will benefit, this action is being provided district-wide.</p>	
<p><b>2.8</b></p>	<p><b>Action:</b> Visual and Performing Arts Program</p> <p><b>Need:</b> According to state indicators for student outcomes and engagement (CAASP ELA, CCI &amp; Attendance, Chronic Absence) English Learners, Foster Youth, and Low-Income students face challenges learning skills and</p>	<p>GPUSD will provide additional VAPA teachers, materials/supplies, and professional development to meet the needs of the identified student groups.</p> <p>VAPA teachers will use daily classroom CFU and interim assessment data to determine how to address student learning gaps among EL, LI, and FY students. Teachers will receive VAPA</p>	<p>2.1 ELA (all students, EL, FY, LI) 2.3: EL Progress 2.4: Reclassification Rate 2.7 &amp; 2.9 (all students, EL, FY, LI) 2.10 A-G 2.21 CCI</p>



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	<p>concepts in the classroom related to the Visual and Performing Arts (VAPA). Many are Long Term English Learners, and the Reclassification rate stands at 4%. English Learners scored very low on the College and Career Readiness Indicator. These students face challenges becoming A-G ready which is a part of College and Career Readiness.</p> <p>A needs assessment revealed the need for hands-on, engaging learning experiences that enhance critical thinking, problem-solving, and creativity among EL, FY, and LI students. Local data shows a need to provide equitable access to qualified VAPA teachers, cutting-edge resources and real-world applications in visual and performing arts (VAPA) which are crucial for their academic success.</p> <p>Teachers also report they need professional development addressing incorporating more hands-on learning experiences in the VAPA. Additional supplies and materials that extend reading instruction and provide opportunities for project-based learning in VAPA courses are also needed.</p> <p><b>Scope:</b> LEA-wide</p>	<p>professional development to provide Tier 2 intervention in integrated ELA instruction.</p> <p>We believe that by integrating VAPA into the curriculum at all grade levels, these students will be able to build foundational skills, boost their confidence, and increase their interest in the visual and performing arts, leading to improved CCI and CAASPP ELA.</p> <p>Teachers are also responsible for tracking student data and notifying parents when students struggle. Comprehensive data reports on all learning standards and student progress toward mastery are essential.</p> <p>A Teacher on Special Assignment (TOSA) will collaborate with education partners and work with teachers to evaluate the effectiveness of the VAPA program in meeting the needs of EL, FY, and LI students. By continuously assessing and refining the program based on specific criteria and student feedback, the TOSA will ensure that the VAPA program is tailored to support the academic growth and engagement of these student groups, ultimately preparing them for future educational and career opportunities in VAPA.</p> <p>Teacher professional development and support will focus on enhancing critical thinking, problem-</p>	<p>3.2 Attendance 3.3 Chronic Absence Educational Partner Input</p>



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		<p>solving, and creativity and providing equitable access to VAPA.</p> <p>Staff will use additional supplies and materials to extend reading instruction and/or provide additional opportunities for project-based learning.</p> <p>This action is specifically created to support the identified needs of English learners, low-income students, and foster youth; however, because we believe all students will benefit, this action is being provided district-wide.</p>	
<p><b>2.9</b></p>	<p><b>Action:</b> Agriculture Program</p> <p><b>Need:</b> According to state indicators for student outcomes and engagement (CAASPP ELA &amp; Math, CCI, Attendance and Chronic Absence) English Learners, Foster Youth, and Low-Income students face challenges learning skills and concepts in the classroom related to Agriculture. Many are Long Term English Learners, and the reclassification rate stands at 4%. English Learners scored very low on the College and Career Readiness Indicator. These students face challenges becoming A-G ready which is a part of College and Career Readiness, and they need learning</p>	<p>GPUSD will provide additional agriculture instructors, materials/supplies, and professional development to meet the needs of the identified student groups.</p> <p>The additional teachers will use daily classroom CFU and interim assessment data to determine how to address student learning gaps among EL, LI, and FY students. Teachers will receive professional development in providing Tier 2 intervention in integrated ELA through interactive learning modalities. We believe that by integrating ELA into agriculture, these students will be able to build foundational skills, boost their confidence, and increase their interest in pursuing advanced studies and careers in agriculture.</p>	<p>2.1 &amp; 2.2 ELA &amp; Math CAASPP (all students, EL, FY, LI)</p> <p>2.18 CAST (all students, EL, FY, LI)</p> <p>2.3: EL Progress</p> <p>2.4: Reclassification Rate</p> <p>2.7-2.9 (all students, EL, FY, LI)</p> <p>2.21 CCI</p> <p>3.2 Attendance</p> <p>3.3 Chronic Absence</p> <p>Educational Partner Input</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>experiences that are relevant to their future career interests in agriculture.</p> <p>A needs assessment revealed the need for hands-on, engaging learning experiences that enhance critical thinking, problem-solving, and creativity among EL, FY, and LI students. Local data shows a need to provide equitable access to cutting-edge resources and real-world applications in agriculture which is crucial for their academic success and careers in agriculture.</p> <p>Teachers also report they need professional development addressing incorporating more hands-on learning experiences in the classroom. Additional supplies and materials that extend reading instruction and provide opportunities for project-based learning in agriculture courses are also needed.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Teachers are also responsible for tracking student data and notifying parents when students struggle. Comprehensive data reports on all learning standards and student progress toward mastery are essential.</p> <p>A Teacher on Special Assignment (TOSA) will collaborate with education partners and work with teachers to evaluate the effectiveness of the Ag program in meeting the needs of EL, FY, and LI students. By continuously assessing and refining the program based on specific criteria and student feedback, the TOSA will ensure that the AG program is tailored to support the academic growth and engagement of these student groups, ultimately preparing them for future educational and career opportunities in agriculture.</p> <p>Teacher professional development and support will focus on enhancing critical thinking, problem-solving, and creativity and providing equitable access to advanced resources and real-world applications in agriculture.</p> <p>Staff will use additional supplies and materials to extend reading instruction and/or provide additional opportunities for project-based learning.</p> <p>This action is specifically created to support the identified needs of English learners, low-income students, and foster youth; however, because we</p>	

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		believe all students will benefit, this action is being provided district-wide.	
2.10	<p><b>Action:</b> Athletics Program</p> <p><b>Need:</b> According to state indicators for student outcomes and engagement (PE Fitness Test, CCI, Attendance and Chronic Absence), English Learners, Foster Youth, and Low-Income students face challenges passing the physical fitness test. These students reluctantly participate in PE. They also need instruction in a healthy life-style which includes regular exercise.</p> <p>These students face challenges becoming A-G ready which is a part of College and Career Readiness when they become seniors because they have difficulty completing PE, or they need to repeat the course.</p> <p>GPUSD teachers and instructional staff reported the need for targeted PE/recreational activities for these students because there are few sports or recreational activities for them in the Golden Plains area.</p>	<p>Additional PE teachers at the elementary level will use daily classroom CFU and EL interim assessment data to determine how to address student learning gaps among all ELs, Low Income and FY. PE teachers will require professional development in how to provide Tier 2 intervention in PE courses to these students.</p> <p>PE teachers are also responsible for tracking EL, LI, and FY student data and notifying parents when students struggle. Comprehensive data is data that reports on student progress toward physical fitness and a healthy lifestyle.</p> <p>A TOSA will oversee the program to ensure that EL, Low-Income, and FY students prepare for the elements of the state Physical Fitness Test.</p> <p>Instructional aides will provide support by working with students who meet or exceed standards allowing teachers to focus on the needs of EL, LI, and FY students who need additional support.</p> <p>Staff will use additional supplies and materials to enhance PE instruction for EL, LI, and FY students.</p>	<p>2.15 Physical Fitness Test 2.16 Students in grades 5-12 participating in sports. 2.21 CCI 3.2 Attendance 3.3 Chronic Absence</p> <p>GPUSD expects that EL, Low-Income, Hispanic, and Foster Youth student scores on interim PE assessments and state physical fitness tests will increase.</p> <p>This action is specifically created to support the identified needs of English Learners, low-income students, and foster youth; however, because we believe all students will benefit, this action is being provided district-wide.</p>

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	<p>Teachers also report they need professional development addressing these students' needs because they lack coaching experience. This is a result of Golden Plains staff which has many new teachers.</p> <p>Parents are concerned that teachers do not have the requisite skills to connect with EL and Low-Income students to stress the importance of a healthy physical life.</p> <p>Also needed are additional supplies and materials that allow teachers to provide students with a variety of PE activities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action is specifically created to support the identified needs of English Learners, low-income students, and foster youth; however, because we believe all students will benefit, this action is being provided district-wide.</p>	
<p><b>2.11</b></p>	<p><b>Action:</b> Lower Class Size</p> <p><b>Need:</b> As demonstrated on the GPUUSD CAASP ELA, Math, and English Progress, there is an enormous difference between the performance rates of our English Learners, Low-Income, Foster-Youth, and students statewide. Based on a local needs assessment, the gap reflects</p>	<p>To meet this need, we will provide additional certificated personnel (Elementary). We will reduce class sizes at the elementary school level to better meet the individual learning needs of EL, FY, and LI students. Reducing class sizes is a positive step toward providing EL, FY, and LI students with a smaller teacher-pupil ratio, allowing for increased meaningful individualized instruction. This action is designed to give students more time with a highly qualified teacher. Specific to EL, additional individualized</p>	<p>2.1 &amp; 2.2 ELA &amp; Math CAASPP (all students, EL, FY, LI)</p> <p>1.1: Highly Qualified Teachers</p> <p>2.3: EL Progress</p> <p>2.4: Reclassification Rate</p> <p>2.7-2.9 (all students, EL, FY, LI)</p>

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	<p>inequities that must be addressed to ensure the identified student groups have equitable access to a quality education and opportunities for success.</p> <p>A needs assessment showed that English Learners, low-income and Foster Youth Students in Golden Plains face several challenges in ELA, Math, and English Learner Progress:</p> <p>These students need more individual and small group instruction, multiple formative assessments and check-for-understanding, constant teacher reviews of their academic and socio-emotional progress, and regular teacher contact with parents and staff.</p> <p>1. Basic reading skills such as recognizing and understanding written words, sentences, and paragraphs, phonics, and sight words. These skills are needed to enable the identified student groups to better comprehend and derive meaning from texts, facilitating effective communication and learning.</p> <p>2. Basic math skills, such as fundamental concepts, addition, subtraction, multiplication, and division, enabling the identified students to perform basic calculations and solve simple numerical problems. These skills are foundational for understanding more advanced</p>	<p>instructional opportunities will provide increased language support, scaffolding, and targeted instruction to fill learning gaps in foundational reading, basic math skills, and language acquisition of the identified groups.</p> <p>This action is designed to meet the unique needs of EL, FY, and LI students; however, because we expect all students to benefit from it, it will be provided on an LEA-wide basis.</p>	<p>Educational Partner Input.</p> <p>This action is specifically created to support the identified needs of English Learners, low-income students, and foster youth; however, because we believe all students will benefit, this action is being provided district-wide.</p>

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	<p>mathematical concepts and are essential for everyday tasks like making basic calculations.</p> <p>3. English learners (EL) struggle to make progress due to limited access to quality language instruction, insufficient support in mastering vocabulary, grammar, and pronunciation, and a lack of opportunities for meaningful practice and immersion in English-speaking environments.</p> <p><b>Scope:</b> LEA-wide</p>		
2.12	<p><b>Action:</b> Targeted ELA Academic Support</p> <p><b>Need:</b> We did a deep dive into San Joaquin Elementary data. The metric section above demonstrates that our ELs, low-income and low-income Hispanic students, performed below the overall ELA (CAASPP) student group at San Joaquin Elementary. At San Joaquin Elementary, about 88% of Hispanic students are also low-income.</p> <p>Based on a local needs assessment, the gap reflects inequities that must be addressed to ensure the identified student groups have equitable access to quality education and</p>	<p>To meet this need, the district will provide classified staff, ELA tutoring toward IABS, professional development in ELA, and Counselor student monitoring for the identified student groups.</p> <p>Classified staff will support small group instruction and provide additional tutoring based on the unique needs of the identified groups. Additional reinforcement of tier-one instruction will be provided to ensure students have the necessary skills to be successful.</p> <p>Professional Development will support literacy strategies. In addition, training will help our staff use culturally responsive practices and materials</p>	<p>San Joaquin Elementary All Students, LI, Hispanic, LI Hispanic, EL (CAASP ELA &amp; ELA Distance from Standard)</p> <p>2.1 &amp; 2.2 ELA &amp; Math CAASPP (EL, LTEL)</p> <p>2.3: EL Progress</p> <p>2.4: Reclassification Rate</p> <p>2.7-2.9 (EL)</p> <p>Educational Partner Feedback</p>

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	<p>opportunities for success. Basic reading skills, such as recognizing and understanding written words, sentences, paragraphs, phonics, and sight words, are needed to enable the identified student groups to better comprehend and derive meaning from texts, facilitating effective communication and learning.</p> <p>In addition, education partners also stated a need for additional support and monitoring systems to track student progress for the identified student groups at this school site.</p> <p><b>Scope:</b> Schoolwide</p>	<p>to better connect with the identified student groups.</p> <p>The counselor will monitor state and local data to determine academic needs, meet with identified students to set goals, and provide academic guidance to the students and their families.</p> <p>Professional Development, tutoring, and classified staff will support literacy and provide additional support for EL, low-income, and low-income Hispanic students. However, because we expect all Hispanic students and all students below proficiency to benefit, this action is provided on a school-wide basis.</p>	
2.13	<p><b>Action:</b> Targeted Math Academic Support</p> <p><b>Need:</b> The metric section above demonstrates that our ELs, low-income and low-income Hispanic students, performed below the overall Math (CAASPP) student group at Tranquillity Elementary. At Tranquillity Elementary, about 90% of Hispanic students (98.2%) are also low-income.</p>	<p>To meet this need, the district will provide classified staff, math tutoring toward IABS, professional development in ELA, and Counselor student monitoring for the identified student groups.</p> <p>Classified staff will support small group instruction and provide additional tutoring based on the unique needs of the identified groups. Additional reinforcement of tier-one instruction will be provided to ensure students have the necessary skills to be successful.</p>	<p>Tranquillity Elementary All Students, LI, Hispanic, LI Hispanic, EL (CAASP ELA &amp; ELA Distance from Standard) 2.2 Math CAASPP (EL, LTEL)  Educational Partner Feedback</p>



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	<p>A needs assessment showed that these student groups struggle with basic math skills, such as fundamental concepts, addition, subtraction, multiplication, and division, enabling the identified students to perform basic calculations and solve simple numerical problems. These skills are foundational for understanding more advanced mathematical concepts and are essential for everyday tasks like making basic calculations.</p> <p>A needs assessment revealed that the low Math state assessment results for the identified student groups are due to their common struggles with math skills, as compared to the performance rate for all students in these areas. In addition, education partners also stated a need for additional support and monitoring systems to track student progress for the identified student groups.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Professional Development will support literacy strategies. In addition, training will help our staff use culturally responsive practices and materials to better connect with the identified student groups.</p> <p>The counselor will monitor state and local data to determine academic needs, meet with identified students to set goals and provide academic guidance to the students and their families.</p> <p>Professional Development, tutoring, and classified staff will support math skills development and provide additional support for EL, low-income, and low-income Hispanic students. However, because we expect all Hispanic students and all students below proficiency to benefit, this action is provided on a school-wide basis.</p>	
3.2	<p><b>Action:</b> Engagement Support Tier 2</p> <p><b>Need:</b></p>	<p>To provide exemplary Tier 2 engagement strategies at all sites, GPUUSD will provide MTSS with the following:</p> <ol style="list-style-type: none"> <li>1. Certificated teachers (TOSA)</li> </ol>	Metric 3.1 Student Extracurricular Engagement (All Students, EL, FY, LI)



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	<p>According to state indicators for student outcomes and engagement, English Learners, Low Income, and Foster Youth/Homeless students face challenges learning behavior skills and concepts in the classroom. These students have higher rates of chronic absence, suspension, and expulsion than all students.</p> <p>The need for respectful interactions between parents and their children, particularly among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, has been highlighted by parental reports.</p> <p>GPUSD has identified the necessity for additional administrative and staff resources to effectively engage the aforementioned student groups, address chronic absenteeism and suspension rates, and bolster overall student engagement with the school community.</p> <p>Furthermore, GPUSD educators, including teachers, classified staff, administrators, and counselors, have expressed the need for professional development opportunities tailored to supporting behavior management for EL, FY, and Low-Income students. This professional development will emphasize the cultivation of positive relationships between the identified students and staff, as well as the instruction of skills related to student self-efficacy and goal planning.</p>	<ol style="list-style-type: none"> <li>2. Additional Certificated administrators, counselors &amp; psychologists</li> <li>3. Instructional aides</li> <li>4 Supplemental materials and supplies</li> <li>5. Professional Development</li> <li>6. Translators</li> </ol> <p>Certificated Teachers (TOSA): These teachers, specializing in behavioral interventions, will provide targeted professional development support and instruction tailored to the specific needs of EL, FY, and LI students. They will offer personalized assistance in areas where these students may struggle academically or behaviorally, ensuring they receive the attention and resources necessary to succeed.</p> <p>Additional Certificated Administrators, Counselors, and Psychologists: Having more certified professionals available allows for increased support for the socio-emotional needs of EL, FY, and LI students. These professionals will provide counseling, guidance, and intervention services to address issues such as trauma, homelessness, or language barriers that may impact the identified students' academic performance and overall well-being. Administrators monitor student progress and place students in Tier 2 interventions. Counselors will be trained on how to refer students to psychologists if they determine that a student's behavior challenges might benefit from the</p>	<p>Metric 3.2 Attendance Rate (All Students, EL, FY, LI)</p> <p>Metric 3.3 Chronic Absence (All Students, EL, FY, LI)</p> <p>Metric 3.4 Suspension Rate (All Students, EL, FY, LI)</p>

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	<p>It is imperative for GPUSD to fully implement programs like Positive Behavioral Interventions and Supports (PBIS), which offer incentives for desired student behaviors and alternative discipline supports and strategies for the identified students. Moreover, there is a pressing need for additional supplies and materials to augment these students' PBIS and Restorative Justice experiences. These resources will offer alternative consequences instead of suspension.</p> <p><b>Scope:</b> LEA-wide</p>	<p>services of a psychologist. Administrators will engage in PBIS and Restorative Justice Professional Learning at the site and district levels to bring cohesion to school sites and the district. Administrators will also ensure that behavior referrals to the office follow PBIS and Restorative Justice principles.</p> <p>Instructional Aides: These support personnel will implement PBIS and Restorative Justice to address Tier 2 student behavior among English learners, foster youth, and low-income students. They will also serve as mentors and role models, offering encouragement and guidance to help these students navigate the challenges they may face.</p> <p>Campus Monitors: These support personnel will implement PBIS and Restorative Justice to address Tier 2 student behavior among English learners, foster youth, and low-income students. They will also serve as mentors and role models, offering encouragement and guidance to help these students navigate the challenges they may face.</p> <p>Materials and Supplies: By implementing these programs, EL, FY, and LI students will learn how to self-regulate and problem-solve. They will also participate in anti-bullying activities and develop a safe and inclusive culture. Resources, supplies, and incentives will allow sites to effectively</p>	

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		<p>complete the PBIS and Restorative Justice frameworks.</p> <p>Professional Development: To meet these student needs, administrators will be trained to implement PBIS and Restorative Justice to address Tier 2 student behavior among English learners and low-income students. Teachers will also require professional development in providing Tier 2 intervention in PBIS and Restorative Justice to English Learners, Foster Youth, and Low-income students. Teachers will be trained to document student behavior incidents and notify parents when students struggle so sites can determine whether or not student behavior is improving or requires Tier 3 intervention.</p> <p>Translators &amp; Parent Involvement: Parent meetings will be dedicated to supporting English Learners (EL), Foster Youth (FY), and Low-Income (LI) students for behavior support. Interventions will serve as crucial platforms for fostering collaboration and understanding between educators, families, and the community. These meetings will provide opportunities for translators to facilitate effective communication between school staff and parents who may face language barriers, ensuring that all parents can actively participate and contribute to discussions regarding their child's behavioral needs.</p>	

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		<p>This action is specifically created to support the identified needs of English learners. Foster Youth and low-income students are being provided district-wide because all students will benefit from it.</p>	
<p><b>3.3</b></p>	<p><b>Action:</b> Engagement Intervention Tier 3</p> <p><b>Need:</b> According to state indicators for student outcomes and engagement, English Learners, Low Income, and Foster Youth/Homeless students face challenges learning behavior skills and concepts in the classroom. These students have higher rates of chronic absence, suspension, and expulsion than all. 16.9% of high school students and 29% of middle schools reported school being meaningful. Low-income students were 34.1% chronically absent, and the high school dropout rate for ELs was 28.2%</p> <p>A needs assessment reveals a critical need for Tier 3 behavioral support from a behavioral analyst to address complex behavioral challenges among English Learners, Low-Income, and Foster Youth students, aiming to reduce disciplinary incidents and improve academic outcomes in these student populations. This support will encompass</p>	<p>To support the need for Tier 3 Engagement intervention, the LEA will provide the following:</p> <ol style="list-style-type: none"> <li>1. Behavior Analyst (2)</li> <li>2 Supplemental materials and supplies</li> <li>3. Professional Development</li> </ol> <p>A behavior analyst will provide targeted support for EL, FY, and LI students through pull-out counseling sessions, Thinkery workshops, and dedicated relationship-building activities. Through Tier 3 supports, they will conduct comprehensive behavior assessments, develop individualized behavior intervention plans, and offer ongoing consultation to educators and support staff, ensuring tailored interventions that address the unique needs of these student populations and promote positive behavioral outcomes. In addition, behavior analysts will work with families to ensure effective strategies are implemented at home and school. The behavior analyst et al. I. Students and provide academic counseling and pathway planning. They monitor student progress and place students in Tier 3 interventions after school, on Saturdays, or in Summer School.</p>	<p>GPUSD expects that student outcomes through PBIS and/or Restorative Justice programs will improve the following metrics</p> <p>3.3 Chronic Absence Rate (All Students, EL, FY, and LI Students)</p> <p>3.4 Suspension Rate (All Students, EL, FY, and LI Students)</p> <p>3.5 Expulsion Rate (All Students, EL, FY, and LI Students)</p> <p>3.6 High School Dropout Rate (All Students, EL, FY, and LI Students)</p> <p>3.7 Expulsion Rate (All Students, EL, FY, and LI Students)</p>

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	<p>comprehensive behavior assessment, individualized behavior intervention plans, and ongoing consultation to empower educators and support staff in effectively managing and addressing challenging behaviors.</p> <p><b>Scope:</b> LEA-wide</p>	<p><b>Materials and Supplies:</b> By implementing these programs, EL, FY, and LI students will learn how to self-regulate and problem-solve. They will also participate in anti-bullying activities and develop a safe and inclusive culture. Resources, supplies, and incentives will allow sites to complete the PBIS and Restorative Justice frameworks effectively.</p> <p><b>Professional Development:</b> To meet these student needs, administrators will be trained to implement PBIS and Restorative Justice to address Tier 3 student behavior among English learners and low-income students. Teachers will also require professional development in providing Tier 3 intervention in PBIS and Restorative Justice to English Learners, Foster Youth, and Low-income students. Teachers will be trained to document student behavior incidents and notify parents when students struggle so sites can determine whether or not student behavior is improving or requires Tier 3 intervention.</p> <p>Administrators will need to review the master schedule to include time for Tier 3 intervention so that students do not miss core instruction. They will also meet with Tier 3 teachers to determine if student needs are being met. Administrators ensure that any referrals to a Student Study Team have the requisite evidence.</p>	

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		<p>While this action is specifically created to support the identified needs of English learners, Foster Youth, and low-income students, it is being provided district-wide because all students will benefit.</p>	
<p><b>3.4</b></p>	<p><b>Action:</b> Leadership Program</p> <p><b>Need:</b> On School Connectedness Surveys, English Learners and Low-Income students express alarming results: 46.5% to 50% of grades 7-12 feel school connected. 40% of grades 9-12 report a caring adult relationship 16.5% to 29% of grades 7-12 report meaningful participation.</p> <p>Based on a local needs assessment and educational partner input, LI and EL, students would benefit from enrichment opportunities to increase their sense of belonging and to empower them to take ownership of their school experience.</p> <p><b>Scope:</b></p>	<p>To meet the needs of EL and LI students who express low school connectedness, GPUSD will implement programs such as Steven Covey's The Leader in Me. Leader in Me is a comprehensive PK–12 framework that nurtures student leadership, fosters a culture of trust, and boosts academic success. This proven approach empowers students, educators, and families with essential leadership and life skills, preparing them to excel.</p> <p>By teaching students self-efficacy, GPUSD expects to improve students' sense of school connectedness.</p> <p>While this action is specifically created to support the identified needs of English learners and low-income students, it is being provided district-wide because all students will benefit.</p>	<p>GPUSD expects that student survey results on School Connectedness will improve.</p> <p>3.8: School Connectedness Surveys (All Students, EL, LI)</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
	LEA-wide		
3.5	<p><b>Action:</b> Expanded Access to K-12 Education</p> <p><b>Need:</b> As demonstrated in the metric section (chronic absenteeism data), input from the District Advisory Committee identified that our English Learners, Foster Youth, and low-income students have some of the lowest participation rates in extended day opportunities. Based on a need assessment, additional offerings that cater to the interests of ELs, FYs, and low-income students are needed. Data trends show that these students have a higher chronic absence rate and an overall lower attendance rate than all students and are not taking advantage of additional learning opportunities.</p> <p>On School Connectedness Surveys, English Learners and Low-Income students express alarmingly results: 46.5% to 50% of grades 7-12 feel school connected. 40% of grades 9-12 report a caring adult relationship 16.5% to 29% of grades 7-12 report meaningful participation.</p>	<p>Materials and Supplies to ensure the following:</p> <ol style="list-style-type: none"> <li>1. The creation of learning hubs at every school site</li> <li>2. Increase the enrollment of English Learners, Low-Income, and Foster Youth/Homeless students</li> <li>3. Maintain extended hours of operation after the end of school on Saturdays and during holidays.</li> <li>4. High-quality certificated and classified staff</li> <li>5. Professional development in PBIS and/or Restorative Justice.</li> <li>4. Counselors are available to provide academic planning</li> <li>5. Psychologists are available to address trauma and inequities exacerbated by the pandemic</li> <li>6. Parent and Family Engagement increases.</li> <li>7. Parents and Education Partners are consulted through advisory committees.</li> </ol> <p>GPUSD will establish and maintain learning hubs at all our sites to meet the needs of our ELs and Low-Income students. These hubs will allow students to create caring adult relationships with staff members who provide additional academic support and extracurricular activities to improve a sense of connectedness. In these hubs, students determine how to create project-based learning</p>	<p>GPUSD expects that student survey results on School Connectedness will improve.</p> <p>School Connectedness Surveys (Metric 3.8) All Students, FY, EL, and LI Attendance Rates (Metric 3.2) All Students, FY, EL, and LI Chronic Absenteeism (Metric 3.3) All Students, FY, EL, and LI</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>In addition, only 65.5% to 69% feel academically motivated.</p> <p>Like other school districts, we find the pandemic has compounded long-standing disparities in educational outcomes and has driven unprecedented learning loss for our ELs and low-income students. Students and parents reported a desire to participate in campus activities with their children after school and at other school events. In addition, a local needs assessment revealed that ELs, Low-Income, and foster youth students need project-based opportunities to interact with families using English beyond the school day.</p> <p><b>Scope:</b> LEA-wide</p>	<p>activities using a standards-based curriculum found in regular schools.</p> <p>While this action is specifically created to support the identified needs of foster youth, English Learners, and low-income students, it is being provided district-wide because all students will benefit.</p>	
3.6	<p><b>Action:</b> Exceptional Parent Education</p> <p><b>Need:</b> According to state indicators for student outcomes and engagement, English Learners especially face challenges with English proficiency. ELs graduate and complete A-G and CTE pathways at a significantly lower rate than other students. Low-income youth face</p>	<p>Outreach classes and meetings will offer parents meaningful opportunities tailored to the specific requirements of low-income and English Learner students and their families. Topics covered will include strategies for school involvement and engagement. These sessions will also highlight available community resources, facilitate decision-making regarding school programs, and educate parents on fostering academic and social engagement with their children. Ultimately, the aim is to boost parent/guardian involvement rates</p>	<p>Metric 3.15: Participation in Adult Education Courses</p> <p>Metric 3.16: Adult Education Pathway Completers</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>similar difficulties with reading and math starting in TK and Kindergarten.</p> <p>A needs assessment revealed that student groups need their parent or guardian's help with reading, writing, and math; however, parents and guardians face similar challenges with English learning and low income due to employment opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>among low-income and English Learner student demographics.</p> <p>Adult education will meet this requirement by offering English language courses at the primary school sites attended by their children. Parents and community members seeking training can enroll in these classes to progress through leveled pathways and earn certificates.</p> <p>By acquiring English language skills, parents will be empowered to assist their children with reading-level and decodable materials at home, enabling them to achieve grade-level performance on state summative tests.</p> <p>While this action is specifically created to support the identified needs of English learners and low-income students, it is being provided district-wide because all students will benefit.</p>	

**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
<p><b>2.4</b></p>	<p><b>Action:</b> English Learner &amp; Long Term English Learner Program (2107)</p> <p><b>Need:</b> CAASPP ELA and math data show that ELs and LTELs are underperforming the overall student group. According to state indicators for student outcomes and engagement, English Learners face challenges in learning skills and concepts in the classroom. Many are Long-Term English Learners, and the Reclassification rate is 4%.</p> <p>GPUSD teachers and instructional staff reported the need for targeted support for English Learners and Long-Term English learners, who are often 3-5 years behind in learning. Teachers also report the need for professional development that addresses English Learners' needs.</p> <p>Based on a needs assessment, English learners (EL) struggle to make progress due to limited access to quality language instruction, insufficient support in mastering vocabulary, grammar, and pronunciation, and a lack of</p>	<p>To meet the needs of ELs and LTELs student groups, we will provide Certificated ELD teachers, ELD Certificated administrators &amp; counselors, ELD Instructional aides, ELD Supplemental materials and supplies, and ELD Professional Development..</p> <p>Teachers will use daily classroom CFU and interim assessment data to determine how to address student learning gaps among English learners and long-term English Learners. Teachers will require professional development in how to provide Tier 2 intervention in core subjects to English Learners.</p> <p>Teachers are also responsible for tracking EL and LTEL student data and notifying parents when students struggle. Comprehensive data is data that reports on all learning standards and student progress toward mastery, and is essential when the site determines whether or not the EL/LTEL student may need SPED services. The student's challenge to learn English must not be confused with the need for SPED services.</p> <p>English Learner Instructional aides will provide support by working with EL and LTEL students</p>	<p>2.1 &amp; 2.2 ELA &amp; Math CAASPP (EL, LTEL) 2.3: EL Progress 2.4: Reclassification Rate 2.7-2.9 (EL) 2.13 Graduation Rate (EL) 2.21 CCI Indicator (LEA Level: ELs, Tranquility High: ELs) Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>opportunities for meaningful practice and immersion in English-speaking environments.</p> <p>Based on a needs assessment, Long-Term English Learners (LTELs) often struggle with academic language proficiency and lack consistent, targeted support, which hinders their ability to fully grasp complex content and vocabulary across subjects. Consequently, without sustained and effective intervention, they fail to meet reclassification criteria, remaining classified as English learners.</p> <p>In addition, we did a deep dive to look at the CCI Indicator at the LEA level and at Tranquility High for EL students. EL students are performing lower than the all-student group, according to the 2023 Dashboard. EL and LTEL students face challenges in becoming A-G ready, which is a part of College and Career Readiness. Also needed are additional resources to ensure ELs and LTELs have the language support necessary to access CTE classes.</p> <p>Additional Educational Partner Feedback: Parents are concerned that teachers do not have the requisite skills to teach English Learners.</p>	<p>who meet or exceed standards allowing teachers to focus on students who need additional support.</p> <p>Administrators will foster Professional Learning at both the site and district levels by creating collaborative communities focused on the unique needs of English Learners (ELs) and Long-Term English Learners (LTELs). This includes the use of interim assessments for EL and LTEL students, allowing educators to monitor progress and identify areas requiring targeted intervention. Additionally, administrators will ensure that any referrals to a Student Study Team are supported by comprehensive evidence, ensuring that interventions are data-driven and tailored to address the specific academic and linguistic challenges faced by these students. This approach promotes continuous improvement in teaching practices and provides the necessary support to help ELs and LTELs achieve academic success and eventual reclassification.</p> <p>To support EL student progress at Tranquility High for the CCI Indicator, Counselors meet with EL and LTEL students and provide academic counseling and pathway planning. They monitor English Learner and long-term English Learner student progress and place students in Tier 3 interventions after school, on Saturdays, or in Summer School. Counselors will work with EL students to ensure they have access to and are enrolled in CTE pathways and other coursework to ensure they are both college and career-ready</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>An administrator found that English Learner Interim Assessments were not being used to direct teacher instruction.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>when leaving high school. Counselors refer students to psychologists if they determine that a student's academic challenges might benefit from the services of a psychologist.</p> <p>This action is specifically designed to support the identified needs of ELs and LTELs.</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.

N/A

### ***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.

Golden Plains, which has a high concentration of students who are English learners, foster youth, and/or low-income, received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA. The determination of how these funds will be utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-risk students. The methodology for the use of these funds was determined based on input from our educational partners, parents in particular, as well as ensuring all grade levels and schools benefit from additional support.

The following actions are being implemented 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. The actions below were selected due to the fact that these services are easily and heavily impacted as enrollment increases; consequently, the district will be able to continue to reduce the student-to-staff ratio.

These actions are outlined in the Goals and Actions sections of the LCAP as follows:

Goal 2, Action 3: Tier 3 Intervention Specialists.

Goal 2, Action 4: English Learner & LTEL Program.

Goal 2, Action 5: Career and Technical Education.

Goal 2, Action 6: STEAM.

Goal 2, Action 10: Athletics Department.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	All schools are well above a 55% unduplicated enrollment.
Staff-to-student ratio of certificated staff providing direct services to students	0	All schools are well above a 55% unduplicated enrollment.

# 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	14,956,452	7,064,756	47.236%	5.981%	53.217%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$22,576,012.00	\$50,000.00	\$0.00	\$0.00	\$22,626,012.00	\$18,914,486.00	\$3,711,526.00

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	Exceptional Academic Conditions	All Students with Disabilities	No			All Schools	Quarterly Reporting	\$7,028,489.00	\$389,919.00	\$7,418,408.00				\$7,418,408.00	
1	1.2	Enhanced Academic Conditions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$419,095.00	\$15,724.00	\$434,819.00				\$434,819.00	
1	1.3	Technology Department (2202)	All	No			All Schools		\$319,673.00	\$0.00	\$319,673.00				\$319,673.00	
1	1.4	Enhanced Technology Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$226,946.00	\$400,999.00	\$627,945.00				\$627,945.00	
1	1.5	Health Services	All Students with Disabilities	No					\$32,450.00	\$121,353.00	\$153,803.00				\$153,803.00	
1	1.6	Additional Health Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
1	1.7	Facility Maintenance (2401)	All	No			All Schools		\$1,847,903.00	\$58,117.00	\$1,906,020.00				\$1,906,020.00	
1	1.8	Staff, Facilities, Materials, & Supplies for Extended Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$254,757.00	\$2,045,243.00	\$2,300,000.00				\$2,300,000.00	
2	2.1	Exceptional Academic Instruction	All	No			All Schools		\$1,755,697.00	\$0.00	\$1,755,697.00				\$1,755,697.00	
2	2.2	Academic Tier 2 Support (2102)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,472,584.00	\$0.00	\$1,472,584.00				\$1,472,584.00	

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	2.3	Academic Tier 3 Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$275,000.00	\$275,000.00				\$275,000.00	
2	2.4	English Learner & Long Term English Learner Program (2107)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$164,755.00	\$81,759.00	\$246,514.00				\$246,514.00	
2	2.5	Career & Technical Education Program	English Learners	Yes	School wide	English Learners	Specific Schools: Tranquillity High School 9-12		\$331,530.00	\$69,470.00	\$401,000.00				\$401,000.00	
2	2.6	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$152,348.00	\$30,000.00	\$182,348.00				\$182,348.00	
2	2.7	Special Education Certificated Staff (2112)	Students with Disabilities	No			All Schools		\$1,568,217.00	\$76,783.00	\$1,645,000.00				\$1,645,000.00	
2	2.8	Visual and Performing Arts Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.9	Agriculture Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tranquillity High School 9-12		\$98,077.00	\$12,476.00	\$110,553.00				\$110,553.00	
2	2.10	Athletics Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$278,868.00	\$0.00	\$278,868.00				\$278,868.00	
2	2.11	Lower Class Size		Yes	LEA-wide		All Schools		\$1,370,000.00	\$0.00	\$1,370,000.00				\$1,370,000.00	
2	2.12	Targeted ELA Academic Support	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: San Joaquin		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

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
							Elementary									
2	2.13	Targeted Math Academic Support	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Tranquility Elementary		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.14	Targeted Academic Support	Students with Disabilities	No			All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.1	Exceptional Engagement Strategies	All Students with Disabilities	No					\$202,780.00	\$0.00	\$202,780.00				\$202,780.00	
3	3.2	Engagement Support Tier 2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$585,317.00	\$39,683.00	\$625,000.00				\$625,000.00	
3	3.3	Engagement Intervention Tier 3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.4	Leadership Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.5	Expanded Access to K-12 Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.6	Exceptional Parent Education	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: San Joaquin Elementary, Cantua Elementary, Tranquillity High School		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
3	3.7	Transportation Home to School (2207)	All	No					\$750,000.00	\$0.00	\$750,000.00				\$750,000.00	
4	4.1	Academic Tier 2 Support	All	No			Specific Schools:		\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	



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
			All students, SED, English Learners, Hispanic				Rio Del Rey Grades 9-12									

# 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
14,956,452	7,064,756	47.236%	5.981%	53.217%	\$8,419,631.00	0.000%	56.294 %	<b>Total:</b>	\$8,419,631.00
								<b>LEA-wide Total:</b>	\$7,651,564.00
								<b>Limited Total:</b>	\$246,514.00
								<b>Schoolwide Total:</b>	\$521,553.00

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	1.2	Enhanced Academic Conditions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$434,819.00	
1	1.4	Enhanced Technology Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$627,945.00	
1	1.6	Additional Health Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$5,000.00	
1	1.8	Staff, Facilities, Materials, & Supplies for Extended Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,300,000.00	
2	2.2	Academic Tier 2 Support (2102)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,472,584.00	
2	2.3	Academic Tier 3 Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	

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	2.4	English Learner & Long Term English Learner Program (2107)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$246,514.00	
2	2.5	Career & Technical Education Program	Yes	Schoolwide	English Learners	Specific Schools: Tranquillity High School 9-12	\$401,000.00	
2	2.6	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$182,348.00	
2	2.8	Visual and Performing Arts Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.9	Agriculture Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tranquillity High School 9-12	\$110,553.00	
2	2.10	Athletics Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$278,868.00	
2	2.11	Lower Class Size	Yes	LEA-wide		All Schools	\$1,370,000.00	
2	2.12	Targeted ELA Academic Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: San Joaquin Elementary	\$5,000.00	
2	2.13	Targeted Math Academic Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: Tranquillity Elementary	\$5,000.00	
3	3.2	Engagement Support Tier 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$625,000.00	
3	3.3	Engagement Intervention Tier 3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.4	Leadership Program	Yes	LEA-wide	English Learners Low Income	All Schools	\$5,000.00	

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	3.5	Expanded Access to K-12 Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.6	Exceptional Parent Education	Yes	LEA-wide	English Learners Low Income	Specific Schools: San Joaquin Elementary, Cantua Elementary, Tranquillity High School	\$50,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$24,271,236.16	\$18,616,926.58

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	Books, Supplies, Services & Capital Outlay	No	\$323,154.00	\$26,009
1	1.2	Literacy Support	Yes	\$938,779.00	\$531,324.82
1	1.3	Monitor Student Formative and Summative Achievement.	No	\$50,000.00	\$22,275
1	1.4	Certificated and Classified Staff.	No	\$10,960,318.00	\$7,990,284
1	1.5	Lower Class Size	Yes	\$1,094,657.58	\$2,511,835.27
1	1.6	Recruiting and Retaining Highly Qualified Staff	Yes	\$100,000.00	\$47,677.69
1	1.7	English Learner Program	Yes	\$503,340.00	\$111,800.96
1	1.8	MTSS	Yes	\$378,342.00	\$316,147.69
1	1.9	ELPAC Training.	No	\$365,511.00	\$0
1	1.10	21st Century Skills, Google & Technology Integration.	Yes	\$564,198.00	\$557,032.00
1	1.11	Enrichment, CTE, STEAM.	Yes	\$550,000.00	\$202,468.37

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	1.12	Special Education	No	\$1,400,902.00	\$1,214,683
1	1.13	Teachers on Special Assignment .	Yes	\$619,168.10	\$450,208.31
1	1.14	Additional Instructional Aides	Yes	\$230,000.00	\$98,124.00
1	1.15	Maintain additional Instructors in agriculture and elementary music	Yes	\$225,000.00	\$186,413.00
1	1.16	EL, LI, and FY Summer Enrichment	Yes	\$50,000.00	\$2,413.84
2	2.1	Chronic Absence Programs and Incentives	Yes	\$69,450.00	\$33,312.00
2	2.2	Additional CTE Technology and Supplemental Material	Yes	\$150,000.00	\$153,331.00
2	2.3	Counselors for elementary schools and RDR.	Yes	\$315,226.00	\$35,273.00
2	2.4	Enrichment Activities	Yes	\$408,350.00	\$339,269.00
2	2.5	Positive School Climate & Campus Monitors.	Yes	\$530,398.00	\$316,066.00
2	2.6	Social Emotional and Behavioral Support	No	\$125,000.00	\$39,711
2	2.7	Transportation home to school.	No	\$1,304,403.00	\$1,058,877
2	2.8	District Attendance/Foster Youth/Homeless Liaison Supports	Yes	\$99,782.00	\$60,037.07
3	3.1	Translators	No	\$40,000.00	\$8,253

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	3.2	Parent Communication.	Yes	\$64,725.00	\$12,775.93
3	3.3	Parent Education & Support.	Yes	\$15,000.00	\$1,726.64
4	4.1	Facility Maintenance.	No	\$1,006,166.00	\$451,290
4	4.2	Improvement of Educational Facilities	Yes	\$1,000,000.00	\$1,000,000.00
4	4.3	Enhance Classroom Educational Environment	Yes	\$789,366.48	\$838,307.99

# 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)
6,884,775	\$8,695,782.16	\$7,805,544.58	\$890,237.58	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	1.2	Literacy Support	Yes	\$938,779.00	\$531,324.82	0	0
1	1.5	Lower Class Size	Yes	\$1,094,657.58	\$2,511,835.27	0	0
1	1.6	Recruiting and Retaining Highly Qualified Staff	Yes	\$100,000.00	\$47,677.69	0	0
1	1.7	English Learner Program	Yes	\$503,340.00	\$111,800.96	0	0
1	1.8	MTSS	Yes	\$378,342.00	\$316,147.69	0	0
1	1.10	21st Century Skills, Google & Technology Integration.	Yes	\$564,198.00	\$557,032.00	0	0
1	1.11	Enrichment, CTE, STEAM.	Yes	\$550,000.00	\$202,468.37	0	0
1	1.13	Teachers on Special Assignment .	Yes	\$619,168.10	\$450,208.31	0	0
1	1.14	Additional Instructional Aides	Yes	\$230,000.00	\$98,124.00	0	0
1	1.15	Maintain additional Instructors in agriculture and elementary music	Yes	\$225,000.00	\$186,413.00	0	0
1	1.16	EL, LI, and FY Summer Enrichment	Yes	\$50,000.00	\$2,413.84	0	0
2	2.1	Chronic Absence Programs and Incentives	Yes	\$69,450.00	\$33,312.00	0	0



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	2.2	Additional CTE Technology and Supplemental Material	Yes	\$150,000.00	\$153,331.00	0	0
2	2.3	Counselors for elementary schools and RDR.	Yes	\$315,226.00	\$35,273.00	0	0
2	2.4	Enrichment Activities	Yes	\$408,350.00	\$339,269.00	0	0
2	2.5	Positive School Climate & Campus Monitors.	Yes	\$530,398.00	\$316,066.00	0	0
2	2.8	District Attendance/Foster Youth/Homeless Liaison Supports	Yes	\$99,782.00	\$60,037.07	0	0
3	3.2	Parent Communication.	Yes	\$64,725.00	\$12,775.93	0	0
3	3.3	Parent Education & Support.	Yes	\$15,000.00	\$1,726.64	0	0
4	4.2	Improvement of Educational Facilities	Yes	\$1,000,000.00	\$1,000,000.00	0	0
4	4.3	Enhance Classroom Educational Environment	Yes	\$789,366.48	\$838,307.99	0	0

# 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)
14,710,430	6,884,775	12.24%	59.042%	\$7,805,544.58	0.000%	53.061%	\$879,787.05	5.981%

# 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](mailto: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 #

- Enter the metric number.

#### Metric

- 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

- 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).

