LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Plains Unified School District

CDS Code: 10-75234

School Year: 2025-26
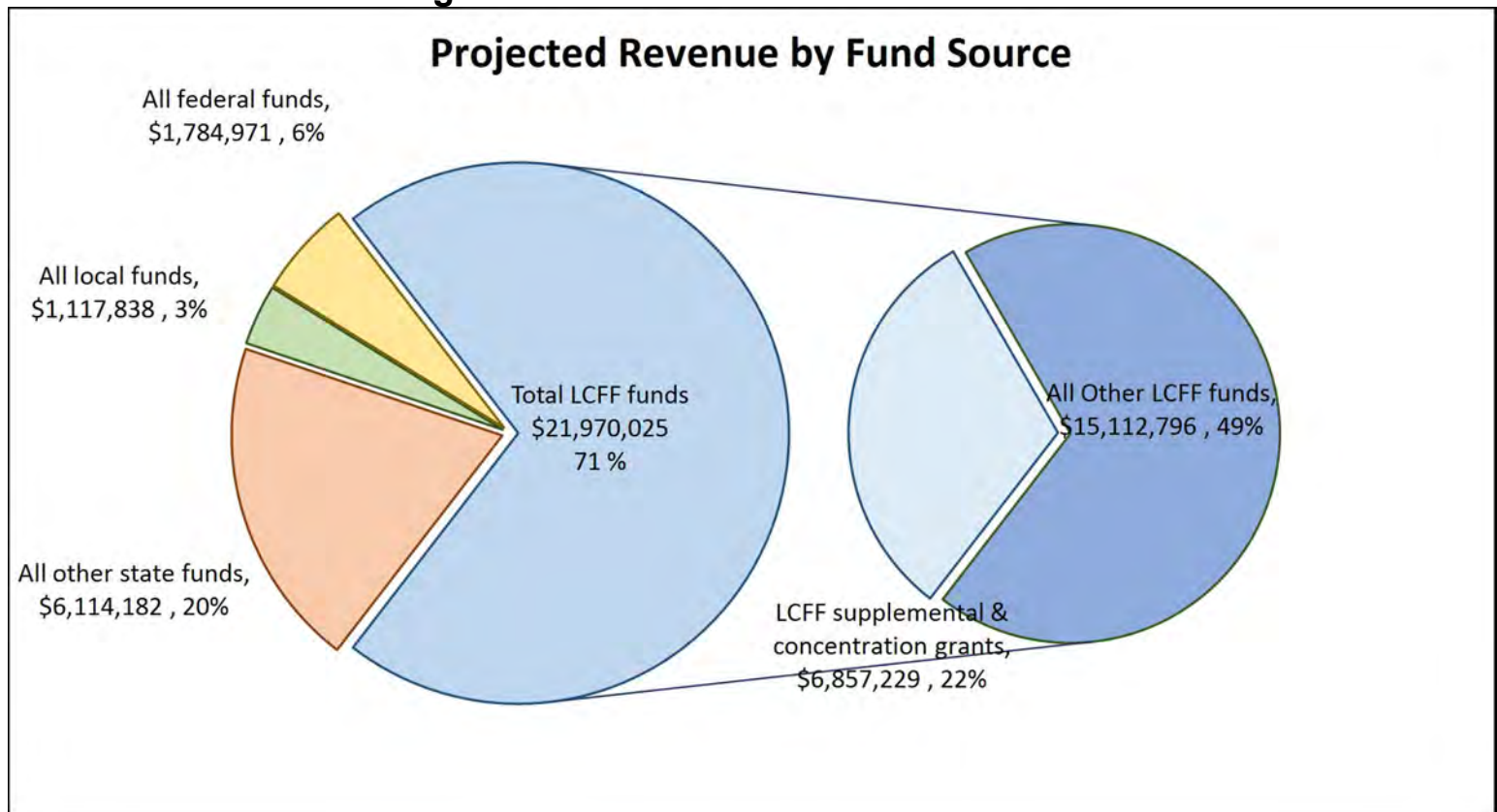
LEA contact information:

Joe Trejo

Director of State and Federal

jtrejo@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 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $1,784,971 , 6%

All local funds, $1,117,838 , 3%

All other state funds, $6,114,182 , 20%

Total LCFF funds $21,970,025 71 %

All Other LCFF funds, $15,112,796 , 49%

LCFF supplemental & concentration grants, $6,857,229 , 22%

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 $30,987,016.34, of which $21,970,025.34 is Local Control Funding Formula (LCFF), $6,114,182 is other state funds, $1,117,838 is local funds, and $1,784,971 is federal funds. Of the $21,970,025.34 in LCFF Funds, $6,857,229 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
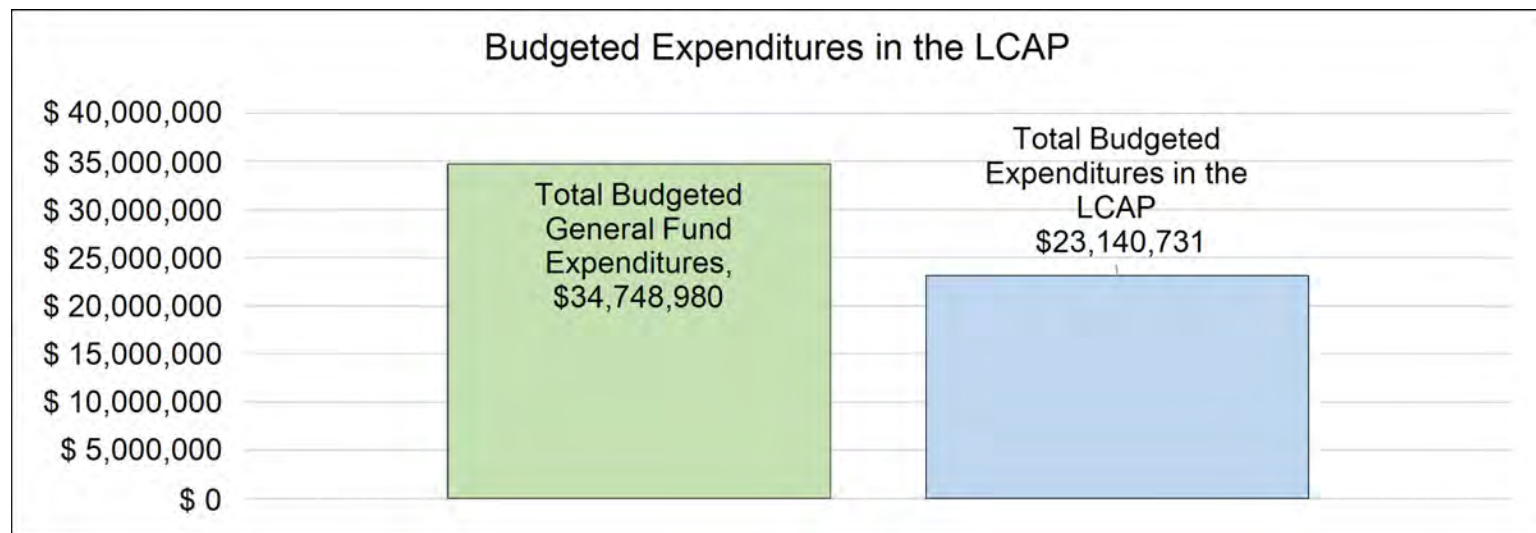
This chart provides a quick summary of how much Golden Plains Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Golden Plains Unified School District plans to spend $34,748,980 for the 2025-26 school year. Of that amount, $23,140,730.61 is tied to actions/services in the LCAP and $$11,608,249 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCAP will be used on operational and service expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Golden Plains Unified School District is projecting it will receive $6,857,229 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 $6,877,841.50 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 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students
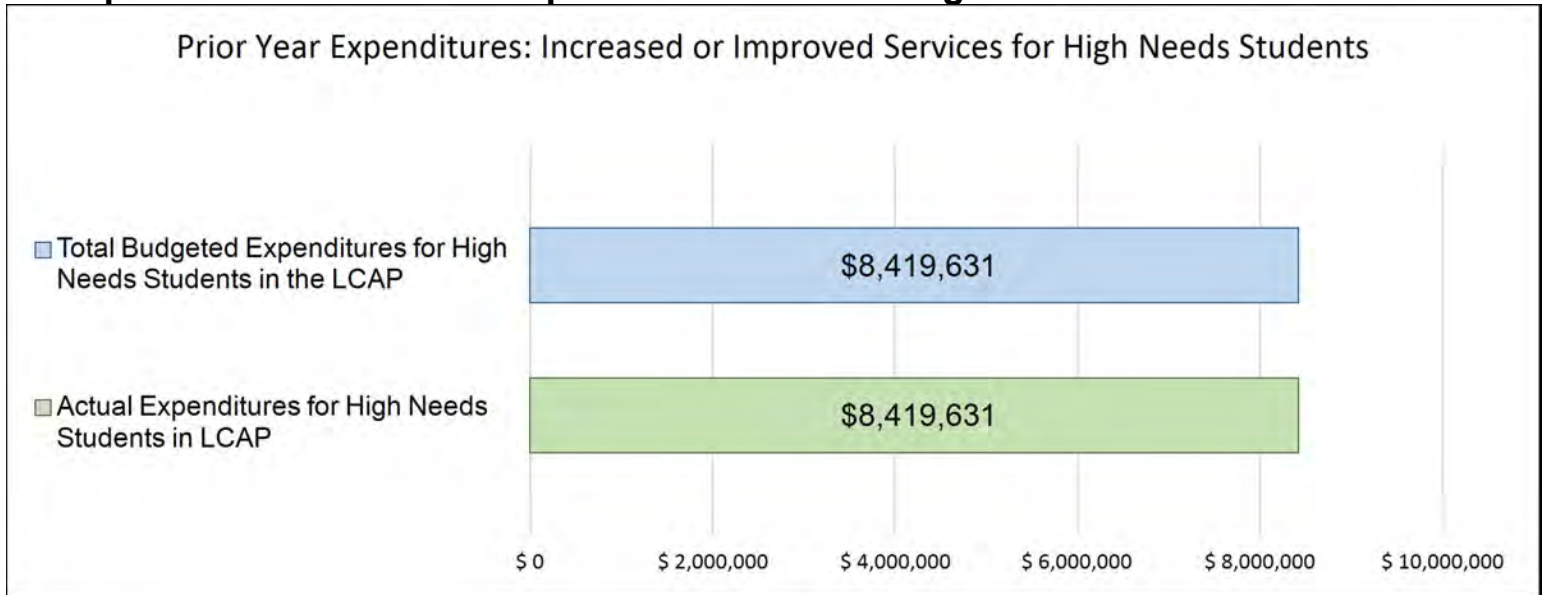
This chart compares what Golden Plains Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Plains Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Golden Plains Unified School District's LCAP budgeted $8,419,631.00 for planned actions to increase or improve services for high needs students. Golden Plains Unified School District actually spent $8,419,631.00 for actions to increase or improve services for high needs students in 2024-25.

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	Joe Trejo Director of State and Federal	jtrejo@gpusd.org (559) 693-1115

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

After reviewing CAASP 2023-2024 student achievement results, Golden Plains Unified School District (GPUSD) found it was on the right track. The optimism that followed the arrival of 1st-year superintendent Felipe Piedra in 2023 was real. We learned that decisions to re-organize and focus on instruction and engagement were the right ones. San Joaquin experienced a renaissance in English and Math on the 2024 CAASP. Tranquillity Elementary, which was in CSI as late as 2022, charged ahead with some incredible ELA and Math scores. There were some unexpected setbacks. Helm Elementary and Cantua Elementary, schools historically solid in academics, declined. Tranquillity High School also experienced a dramatic fall in ELA. The State identified Rio Del Rey, our continuation school, for equity multiplier funds due to high chronic absence and suspension. Despite these setbacks, there were good reasons GPUSD was headed in the right direction going into the 2024-2025 school year.

Golden Plains Unified is located on the west side of Fresno County and serves 1,352 students from Transitional Kindergarten to Grade 12, including a robust adult education program. The district is made up of four distinct rural communities (community populations in parentheses): Cantua Creek (520); Helm (295); San Joaquin (3,679); and Tranquility (707). 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). GPUSD is proud to serve 656 English Learner (48.52%), 172 Students with Disabilities (12.74%), and 1310 Socio-Economically Disadvantaged students (96.89%). Because the district encompasses 360 square miles, many of our students spend up to an hour on the bus coming to school. All of our students deserved our best this year.

For the 2025-2026 school year, leadership is key. In GPUSD everyone could choose to be a leader. Superintendent Piedra demonstrated hands-on leadership. He visited sites regularly to check in on teachers, administrators, and facilities. Family and staff could see him at numerous events and functions, demonstrating how to lead by example while promoting GPUSD. Staff throughout the district went above and beyond their job description to provide our students a high-quality education and a warm and inviting classroom, or cafeteria, or grounds, or bus ride. Parent leaders stepped forward to participate on advisory committees at both the site and district levels. Counselors and school psychologists helped increase student engagement throughout the district. Principals demonstrated they were instructional leaders by conducting instructional rounds and holding discussions with teachers about instruction. Both principals and teachers ensured that standards-based instruction took place every day, and that students used board-approved textbooks.

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 150.

Rio Del Rey, the GPUSD continuation school, received Equity Multiplier funds for at-risk students for the 2025-2026 school year. GPUSD will maintain Goal 4 in its LCAP: 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%.

Reflections: Annual Performance

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

2024-2025 REFLECTION ON ANNUAL PERFORMANCE

CHRONIC ABSENCE: Yellow (2024). Decreased 5.9%
Success: The yellow rating indicates that GPUSD's chronic absence policies and practices, such as the district SARB process were effective for the 2023-2024 school year. The chronic absence rate declined 5.9% from 31 % to 25.2%. During the 2024-2025 school year, GPUSD has monitored chronic absence closely. District reports indicate a 16.4% chronic absence rate by April 2025. We expect a lower chronic absence rate than in 2024. GPUSD believes the addition of an elementary school counselor and a school psychologist contributed to declines in absence.
Challenges: District chronic absence reports indicate that Tranquillity High School holds a 9.8% chronic absence rate while our elementary schools are moving upwards toward 18%. We need our elementary schools to keep their chronic absence at least equal to the high school. Further analysis should examine how each site adheres to absence policies and how they address chronic absence.

SUSPENSION RATE: Orange (2024). Increased 1.2%
Success: The orange rating indicates that GPUSD's chronic absence policies are holding steady from previous years. We maintained the status quo despite a 1.2% increase from 4.5% to 5.7%. GPUSD added an elementary counselor at the elementary school psychologist,

which we believe contributed to the lower suspension rate this year. GPUSD is tracking suspensions, and we can report a 3% rate at present.
Challenges: Lowering the suspension rate below 2%. The district and site will need to set up professional development to examine how to address student behavior that occurs due to language, culture, and economic issues.

ENGLISH LEARNER PROGRESS: Orange (2024) Decreased 1%
Success: GPUSD experienced limited progress. 38% of ELs made progress toward language proficiency. Our goal is now 50% for 2025. This year 2024-2025, the district required principals to observe teachers during designated ELD to ensure the implementation of EL standards and EL objectives.   Administrators ensured that EL students received 30 minutes of designated ELD. We also added Summit and Ellevation programs for EL students to monitor their progress, identify students who could reclassify, and provide academic support through online EL lessons. GPUSD expects English Learner progress to improve in 2024-2025.
Challenges: One challenge is implementing language assessments throughout the school year. A second challenge is that teachers need professional development to implement EL standards, objectives, and EL programs such as Summit and Ellevate, programs that contain language assessments.

GRADUATION RATE: Green (2024) Increased 9.1% to 94%
Success: The graduation rate was green, and English Learners increased to green. The graduation rose to 94% overall, indicating that instruction, counseling and the supervision of instruction are on the right track.
Challenges: While a high graduation rate is a positive, it did not correlate to increases in ELA, Math, and College and Career Readiness.

ENGLISH LANGUAGE ARTS: Red (2024) Decreased 2.22% to 19.44% Met or Exceeded (Dataquest)
Success: San Joaquin Elementary, our largest school, which languished for years in red, increased 2.28%. Tranquillity Elementary which was in CSI and program improvement until 2022, increased 1.5% in ELA earning orange. These gains provided hope that the instructional coaches and ELA professional development services put in place during the 2023-2024 school year and continued into 2024-2025 are effective.
Challenges: In 2023-2024, GPUSD struggled to capitalize on gains made by San Joaquin and Tranquillity. Tranquillity High School which rose 6% in ELA in 2023, declined 11% to 18.75%. Cantua Elementary had a similar decline 7% from 2023. GPUSD needs to duplicate the success at San Joaquin and Tranquillity Elementary, which is possible given those practices were implemented at the start of the 2024-2025 school year.

MATHEMATICS: Orange (2024) Increased 3.34% to 19.19 Met or Exceeded (DataQuest)
Success: GPUSD can be proud that math instruction is showing progress among all students. Almost every site demonstrated increased proficiency in Math, a startling achievement given several of them scored from 3.45% to 11% proficient just two years earlier. In 2023-2024, GPUSD contracted instructional coaches to work closely with students at San Joaquin our lowest-performing and largest school; however, it was not till January 2024, that Tranquillity and Cantua received instructional coaching. It's clear that good math instruction can affect student outcomes positively.
Challenges: Maintaining the momentum. At present, our Assistant Superintendent of Academics is meeting regularly with site leaders and holding data chats to determine how students are performing. We believe that close collaboration will solidify math gains.

COLLEGE AND CAREER INDICATOR: Red (ORANGE) 18.4%. 1.8% growth, maintained. (CDE Dashboard)

Success: GPUSD grew 1.8% on the CDE dashboard earning orange. Academic surveys indicated that 100% of our students have received academic counseling, which we expect will increase the CCI because students have received counseling to achieve their academic and career goals

Challenges: GPUSD faces several challenges with CCI. Only 9.8% of English Learners were College and Career Ready, and LTELs came in lower at 6.5%. GPUSD has invested a great deal in counselors and psychologists to improve student engagement with their learning. Tranquillity High School will need to review and evaluate its plan on how it addresses CCI for future progress to occur.

BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES: (2024) Standard Met

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: Though GPUSD fulfilled its Williams Review for textbooks, teachers have requested textbook adoptions in nearly all core subjects. GPUSD struggled to increase the number of highly qualified teachers beyond 78%. The improved alary schedule may bring highly qualified teachers, but they still need to complete credential requirements.

IMPLEMENTATION OF ACADEMIC STANDARDS (2024) Standard Met

Success: We met the standard. GPUSD requires that site administrators visit classes regularly to determine the following: (1) standards-aligned materials are being used; (2) weekly lessons include appropriate standards; (3) standards are used in daily lessons. We believe these practices throughout the 2024-2025 school year will lead to improved achievement in student outcomes.

Challenges: Site administrators need to buy into making regular observational rounds and providing teachers with feedback. GPUSD needs to provide professional development for teachers in all standards, including EL standards.

PARENT AND FAMILY ENGAGEMENT (2024) Standard Met

Success: Sites report high parent attendance at Back-to-School, Parent Conferences, Open-House, 8th-grade promotion, and high school graduation. In addition, the parent education program has grown exponentially since January 2024 when courses began. Over 141 parents attended by April 2025 up from 3 in August 2023.

Challenges: Increasing parent attendance at school meetings such as School Site Council, English Learn Committee, District level meetings, as well as school events. Recent school-level data indicates fewer parents are attending school events.

LOCAL CLIMATE SURVEY (2024) Standard Met

Success: Student reported feeling safe at school, and harassment was down. GPUSD initiated the survey in December 2024 and January 2025 to ensure results returned by March 2025. The results demonstrated the need for adults to develop relationships with students at the middle school and high school levels. Despite not funding PBIS and/or Restorative Justice actions, the suspension rate is consistent with previous years, indicating that administrators and counselors are providing adequate guidance for students.

Challenges: Providing professional development for PBIS and Restorative Justice. Our MTSS committee commenced meeting in January 2025, and its progress has been slow.

ACCESS TO A BROAD COURSE OF STUDY (2024) Standard Met

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 a broad course of study. After the core academic subjects, there are actions that support agriculture, VAPA, STEAM, and PE.
Challenges: Educating students and staff as to what a broad course of study involves. Hiring an elementary VAPA instructor in music. GPUSD has posted an elementary VAPA position for the last four years to no avail.

LEAS WITH 2023 RED DASHBOARD INDICATORS FOR A STUDENT GROUP WITHIN THE LEA

ELA: SWD. 2023 (132.6 DFS. -2.2 pts.). 2024 (124.7 DFS. +7.9 increase)
Success: GPUSD moved into orange for SWD with a 7.9 pt gain.
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.

Math: SWD 2023 (140.5 DFS. -6.1 pts) 2024 (121.3 DFS. +19.2 increase)
Success: SWD increased 19.2 pts out of red, which was consistent throughout the district, indicating that math instruction is effective.
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.

CCI: EL 2023 (Very Low 7.7% Prepared) 2024 (9.8% Prepared, 2.1 pt increase).
Success: SWD with disability increased out of red. The addition of counseling services and engagement strategies were effective in motivating SWD.
Challenges: GPUSD needs to ensure that SWD continue to get academic counseling. We need to provide PD for SWD standards implementation in addition to ensuring these students get access to Tier 2 and Tier 3 intervention. Tranquillity High School will need to review and evaluate its plan on how it addresses CCI for future progress to occur.

LEAS WITH 2023 RED DASHBOARD INDICATORS FOR A STUDENT GROUP WITHIN ANY SCHOOL IN THE LEA

SanJoaquin Elementary. ELA.
English Learners. 2023 (102.2 DFS. -3.1 pts decrease) 2024 (86.3 DFS. +15.9 pt increase)
SED. 2023 (98.6 DFS. -5.5 decrease) 2024 (84.7 DFS. +13.9 pt increase)
Hispanic. 2023 (98.4 DFS. -5.8 decrease) 2024 (83.1 DFS. +15.3 pt increase)
Success: All of these student groups moved out of red for 2024-2025, indicating that ELA instruction for these groups was effective. Each group moved up at least 13.9 DFS.
Challenges: Monitoring student progress in ELA. Site leaders at SJES must continue to conduct regular instructional rounds. Another challenge is conducting regular assessments for learning. To that end, the newly hired Assistant Superintendent meets with site administration to conduct data chats, establish an assessment schedule, and lead curriculum and assessment committee meetings to determine regular student progress.

Tranquillity Elementary: Math
English Learners. 2023 (138.5 DFS. +2.7 pts increase) 2024 (103.1 DFS. +35.4 pts increase)
SED. 2023 (139.4 DFS. -1.7 decrease) 2024 (115.4 DFS. +24 pt increase)
Hispanic. 2023 (142.5 DFS. -6.4 decrease) 2024 (114.3 DFS. +28.2 pt increase)
Success: All of these student groups moved out of red for 2024-2025, indicating that Math instruction for these groups was effective. Each group moved up at least 24 DFS, which is remarkable.
Challenges:TES faces the same challenges that San Joaquin faces, except for monitoring student progress in Math. TES does a great job conducting observational rounds. The challenge for TES is conducting regular assessments for learning. To that end, the newly hired Assistant Superintendent meets with site administration to conduct data chats, establish an assessment schedule, and lead curriculum and assessment committee meetings to determine regular student progress.

Tranquillity High: CCI.
English Learners.   2023 (8.1% prepared) 2024 (12.2% prepared, 4.1 pt increase)
Success: English Learners increased 4.1 on the CCI which moved them out of red.
Challenges: GPUSD faced challenges implementing TOSAs from the LCAP until January.
Success: English Learners increased out of red. The addition of counseling services and engagement strategies were effective in motivating English Learners. In addition, our amazing CTE pathway teachers are engaging English Learners in Healthcare and Ag Mechanics-welding.
Challenges: GPUSD needs to ensure that English Learners continue to get academic counseling. We need to provide PD for EL standards implementation in addition to ensuring these students get access to Tier 2 and Tier 3 intervention.

LEAS WITH 2023 RED DASHBOARD INDICATORS FOR A SCHOOL WITHIN THE LEA

SanJoaquin Elem
ELA 2023 (97.8 DFS. -5.4 pts decline) 2024 (83.9 DFS. +13.8 pt increase)
Success: As mentioned above all San Joaquin Elementary student groups moved out of red for 2024-2025, indicating that ELA instruction for these groups was effective. Each group moved up at least 13.9 DFS. Because ELs comprise a major percentage of the student body, where their scores go, the school tends to go. Note that ELs increased 15.9 points, and all students increased 13.8 pts.
Challenges: Monitoring student progress in ELA. Site leaders at SJES must continue to conduct regular instructional rounds. Another challenge is conducting regular assessments for learning. To that end, the newly hired Assistant Superintendent meets with site administration to conduct data chats, establish an assessment schedule, and lead curriculum and assessment committee meetings to determine regular student progress.

Tranquillity Elem
Math 2023 (98.9 DFS. -15.9 pts decline) 2024 (114.3 DFS. +28.9 pt increase)
Success: As mentioned above all Tranquillity Elementary student groups moved out of red for 2024-2025, indicating that Math instruction for these groups was effective. Each group moved up at least 24 DFS. Because ELs comprise a major percentage of the student body, where their scores go, the school tends to go. Note that ELs increased 35.4 points, and all students increased 28.9 pts.

Challenges: TES faces the same challenges that San Joaquin faces, except for monitoring student progress in Math. TES does a great job conducting observational rounds. The challenge for TES is conducting regular assessments for learning. To that end, the newly hired Assistant Superintendent meets with site administration to conduct data chats, establish an assessment schedule, and lead curriculum and assessment committee meetings to determine regular student progress.

LEARNING RECOVERY EMERGENCY BLOCK GRANT
Golden Plains Unified has unexpended funds for the 2025-2026 school year.
2025-2026 GPUSD budgeted funds: $789,640
The dollar amount captured above is a total of the remaining LREBG funds and the projected amount Golden Plains will potentially receive as part of the 2025-2026 Budget Act.

LREBG funded actions may be found in the following actions (The following are included in the actions found in the LCAP)
Goal 1, Action 5: Health Services: Registered Nurse (.5 FTE): $41,879.12
Goal 1, Action 6: Additional Health Services: School Psychologist (.9 FTE): $148,278.25
Goal 1, Action 6: Additional Health Services: School Psychologist (1 FTE): $164,745.
Goal 2, Action 2: Books, Materials, and Supplies. $58,000
Goal 2, Action 11: Lower Class Size: (1 FTE): $137,510.34
Goal 3, Action 2: Enhanced Tier 2 Engagement: (.5 FTE) Elementary Learning Director: $79,634
Goal 3, Action 2: Enhanced Tier 2 Engagement: (.45) Elementary Counselor: $71,671.19

Needs Assessment:
Starting with the end of the year 2024 summative assessments in ELA, Math, and Chronic Absenteeism, GPUSD conducted needs assessments throughout the 2024-2025 school year. The needs assessments reviewed student outcomes in ELA and Math as well as chronic absenteeism for the following student groups: all students, low-income, English Learners, and Long Term English Learners. Education partners were asked to reflect on how GPUSD performed and to provide input on how to improve. Need was determined by identifying student groups that struggled and then aligning the student group with research-based strategies for improvement. The strategies will specifically address the needs of the student group.

Based on the feedback from the needs assessments, GPUSD determined, after reviewing allowable LREBG expenditures, that health services, counseling, instructional supervision, lower class size, and supplemental materials were needed to increase student achievement in ELA and Math, and to decrease chronic absenteeism.

Reflections: Technical Assistance

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

GPUSD is eligible for technical assistance due to the following student groups:

DA Qualifying: LTEL and Homeless

Students: LTEL
ELA: decreased .72% from 4.46% to 3.74%
ELA DFS: -5.1 DFS from 109.1 DFS to 103.2DFS
Math: Increased 5.86% from 4.42% to 10.28%
Math DFS: Increased DFS from 120.7 DFS to 116.1 DFS
CCI: decreased 2.3 % from 8.8% to 6.5%
Suspension: decreased -.2% from 9.5 % to 9.3%

GPUSD employs a mult-tiered system of support for Long Term English Learners.   For tier 1 support, district and site administration found in Actions 1.2 and 2.1 ensured that highly qualified teachers implemented the Common Core Standards in English and Math as well as the English Learner standards in all classes that serve English Learners. In Goal 1, Action 2, and Goal 2, Action 2, GPUSD provided legally required professional development through three providers. Nancy Akhavan Consulting engaged teachers in English, Math, and ELD collaboration on standards implementation and interim assessments. Core Collaborative used Impact Teams to establish a culture for professional learning communities. Teachers received professional development for the English, Math, and ELD standards.
In Goal 1, actions 4, District Administration engaged the services of SummitK12 and Ellevation. Summit K12 is an online program designed specifically to monitor English Learns and LTELs, and it provides letters to parents and reclassification notices when appropriate. Summit K12 provided EL online instruction designed to advance language proficiency to English Learners. Tier 1 and Tier 2 academic support was provided throughout Goal 2. In Goal 2, action 2, GPUSD provided additional counseling for academic planning. In Goal 2, Action 4, GPUSD initiated an English Learner and Long-Term English Learner Program. By re-organizing staff, GPUSD placed Highly qualified teachers in this action. At the high school level, an English Learner instructional aide was re-assigned to allow EL teachers to work individually with LTEL students. GPUSD has re-classified twenty-five high school English Learners this year, many are LTELs. Due to this progress, we expect the CCI indicator to improve. The multi-tiered system of support continued into Goal 3 Engagement. GPUSD added Learning Directors at Tranquillity High and San Joaquin Elementary. These administrators in conjunction with counselors worked on restorative practices. The suspension rate is 2% for the year; GPUSD expects a much lower rate at end of year, meaning students are realizing how our schools can improve their lives.

Students: Homeless
ELA: decreased 22.58% from 22.58% to 0
ELA DFS: decreased 49.2 DFS from 92.2 DFS to 141.4 DFS
Math: decreased 9.38% from 15.63% to 6.25%
Math DFS: decreased 39.8 from 100 DFS to 139.8 DFS
Suspension: increased 3.6% from 4.5% to 8.1%

GPUSD employs a mult-tiered system of support for Homeless students. For tier one support, district and site administration found in Actions 1.2 and 2.1 ensured that highly qualified teachers implemented the Common Core Standards in English and Math as well as the English Learner standards in all classes that serve English Learners. In Goal 1, Action 2, and Goal 2, Action 2, GPUSD provided legally required professional development through three providers. Nancy Akhavan Consulting engaged teachers in English, Math, and ELD

collaboration on standards implementation and interim assessments. Core Collaborative used Impact Teams to establish a culture for professional learning communities. Teachers received professional development for the English, Math, and ELD standards.

Tier 1 and Tier 2 academic support was provided throughout Goal 2. In Goal 2, action 2, GPUSD provided additional counseling for academic planning as well as after-school tutoring. The multi-tiered system of support continued into Goal 3 Engagement. GPUSD added Learning Directors at Tranquillity High and San Joaquin Elementary. These administrators in conjunction with counselors worked on restorative practices. The suspension rate is 2% for the year; GPUSD expects a much lower rate at end of year, meaning students are realizing how our schools can improve their lives.

(Notes: ELA: EL, Hispanic, Homeless, LTEL, SED, SWD
Math: Homeless, EL, Hispanic, LTEL, SED, SWD)

Differentiated Assistance with FCSS

GPUSD and FCSS will team up to improve the achievement for Homeless students and Long-Term English Learners. Homeless students have been identified for suspension and academics. LTELs for suspension, academics, and college and career readiness.

The support plan includes three pathways. Pathway 1 is the "Traditional Improvement Journey." Traditionally, GPUSD uses the continuous cycle of improvement. Schools and the LEA review student achievement, using iReady, Coe Phonics, IABs, FIABs, during monthly and quarterly meetings (PLCs, ideally). Use the data, to plan for future lessons. Assess students. Then determine student needs for various levels of support. Pathway 2 employs FCSS in a technical support role as critical thinking partners, or outside eyes, providing additional levels of support. FCSS will join for PARSEC training and for Professional Development Committee meetings. Pathway 3 employs Action Plan check-ins with Executive Leadership.

The district has identified the following area scope: (1) Literacy; (2) TK-8. The district will monitor progress using these metrics: iReady, Core Phonics, IABs, FIABs.

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
Golden Plains Unified School District General Public	2025-2026 LCAP ADOPTION Public Comment Period: May 29-June 10, 2025 (per Ed Code 52062(a)(3). (10 day period) 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. The public will have access to the LCAP online and in the district office. Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2) June 10, 2025 6:00 PM. Date of Public Hearing. (per Ed Code 52062(b)(1) In-Person Meeting at Tranquillity Elementary School Public Presentation LCAP

Educational Partner(s)	Process for Engagement
	Board Approval date: June 17, 2025. Local indicators were presented in conjunction with the LCAP and the LEA budget was adopted at the same meeting as the LCAP approval. (per Ed Code 52062(b)(2) June 17, 2025 6:00 PM In-Person Meeting San Joaquin Elementary Board Approved LCAP.
GPUSD 2024-2025 Annual Update Report	February 11, 2025 In-Person Board Meeting
All Teachers	January 28, 2025. 1:45 PM In-Person Meeting at Cantua Elementary Comprehensive needs assessment. Shared LEA progress. Gathered teacher input. February 5, 2025. 2:00 PM In-Person teachers--Helm Elementary Comprehensive needs assessment. Shared LEA progress. Gathered teacher input February 5, 2025. 2:00 PM Teachers -RDR Comprehensive needs assessment. Shared LEA progress. Gathered teacher input February 12, 2025. 2:00 PM Teachers--Tranquillity Elementary Comprehensive needs assessment. Shared LEA progress. Gathered teacher input. February 19, 2025. 2:00 PM. Room 4 In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered input.

Educational Partner(s)	Process for Engagement
	April 23, 2025. 2:15 PM. Leadership Room In-Person Tranquillity High School Comprehensive needs assessment. Shared LEA progress. Gathered teacher input
Principals	September 2, 2024. 3:30-5:00 PM LCAP & LEARNING RECOVERY EMERGENCY BLOCK GRANT Cabinet Meeting at District Office Reviewed and Reorganized LCAP Goals and Actions. December 16, 2024. 3:30-5:00 PM In-Person Meeting at District Office. District Office staff Shared LEA progress. April 30, 2025. 3:30-5:30 PM In-Person Meeting. LCAP & LEARNING RECOVERY EMERGENCY BLOCK GRANT Comprehensive needs assessment. Shared LEA progress. Gathered admin input.
GPUSD Administrators	September 2, 2024. 3:30-5:00 PM LCAP & LEARNING RECOVERY EMERGENCY BLOCK GRANT Cabinet Meeting at District Office Reviewed and Reorganized LCAP Goals and Actions. December 16, 2024. 3:30-5:00 PM In-Person Meeting at District Office. District Office staff Shared LEA progress. April 30, 2025. 3:30-5:30 PM In-Person Meeting. LCAP & LEARNING RECOVERY EMERGENCY BLOCK GRANT Comprehensive needs assessment. Shared LEA progress. Gathered admin input.
Other School Personnel	January 28, 2025. 12:00 PM

Educational Partner(s)	Process for Engagement
	Cantua Elementary Classified Staff In-Person Meeting at Cantua Elementary Comprehensive needs assessment. Shared LEA progress. Gathered classified input. February 5, 2025. 10:00 AM Classified Staff In-Person Meeting at Helm Elementary School. Comprehensive needs assessment. Shared LEA progress. Gathered classified input February 11, 2025. 10:00 AM Classified Staff In-Person Meeting at Tranquillity High School. Comprehensive needs assessment. Shared LEA progress. Gathered classified input February 12, 2025. 9:30 AM Tranquillity Elementary Classified Staff In-Person Meeting at Tranquillity Elementary Comprehensive needs assessment. Shared LEA progress. Gathered classified input. April 29, 2025. 8:30 AM. San Joaquin Elementary Classified Staff In-Person Meeting at Tranquillity Elementary Comprehensive needs assessment. Shared LEA progress. Gathered classified input.
GPUSD Teacher Bargaining Unit	May 7, 2025. 8:30 AM. In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered certificated bargaining unit input.
GPUSD Classified Bargaining Unit	May 7, 2025. 2:00 PM. In-Person Meeting at San Joaquin Elementary

Educational Partner(s)	Process for Engagement
	Comprehensive needs assessment. Shared LEA progress. Gathered classified bargaining unit input.
Parent Advisory Committee	May 14, 2025. 12:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room. COMPLETE DRAFT OF LCAP 2025-2026 PRESENTED TO PAC. PAC reviewed the LCAP. (The PAC added 2 students to the PAC member list for PAC meetings) May 28, 2025 12:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room. COMPLETE DRAFT OF LCAP 2024-2025 PRESENTED TO PAC. SUPERINTENDENT'S RESPONSE Because there were no questions regarding the LCAP, the superintendent was not required to respond in writing.
District English Learner Committee	May 14, 2025. 12:00 PM In-Person Meeting at San Joaquin Elementary SEAL Room. COMPLETE DRAFT OF LCAP 2025-2026 PRESENTED TO DELAC. DELAC reviewed the LCAP SUPERINTENDENT'S RESPONSE: Because there were no questions regarding the LCAP, the superintendent was not required to respond in writing.
Parents	January 28, 2025. 8:30 AM In-Person Meeting at Cantua Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered parent input. February 5, 2025. 11:30 AM In-Person Meeting at Helm Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered parent input. February 11, 2025. 8:30 AM

Educational Partner(s)	Process for Engagement
	In-Person Meeting at Tranquillity High School Comprehensive needs assessment. Shared LEA progress. Gathered parent input. February 12, 2025. 8:15 AM In-Person Meeting at Tranquillity Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered parent input. April 29, 2025. 8:30 AM. (LEARNING RECOVERY EMERGENCY BLOCK GRANT) In-Person Meeting at San Joaquin Elementary School. Comprehensive needs assessment. Shared LEA progress. Gathered parent input.
GPUSD Students	January 28, 2025. 9:45 AM In-Person Meeting at Cantua Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered student input. February 5, 2025. 12:45 PM In-Person Meeting at Helm Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered student input. February 11, 2025. 12:00 PM In-Person Meeting at Tranquillity High School Comprehensive needs assessment. Shared LEA progress. Gathered student input. February 12, 2025. 1:00 PM In-Person Meeting at Tranquillity Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered student input. February 19, 2025. 10:45 PM In-Person Meeting at San Joaquin Elementary School

Educational Partner(s)	Process for Engagement
	Comprehensive needs assessment. Shared LEA progress. Gathered student input.
SELPA Meeting	September 12, 2024. SPED director attended SELPA meeting November 13, 2024. SPED Director attended SELPA meeting February 13, 2025. SPED Director attended SELPA meeting March 18, 2025. SPED Director attended SELPA meeting. May 6, 2025. 9:00 AM Online Meeting with GPUSD Comprehensive needs assessment. Shared LEA progress. Gathered SELPA input on LCAP and LREBG
Equity Multiplier Site: Rio Del Rey High (Continuation)	February 5, 2025. 11;30 AM In-Person Meeting at Helm Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered classified and certiicated input.

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

Golden Plains Unified values input from all educational partners.   Starting in January 2025, over thirty LCAP meetings were held to compose the final draft of the LCAP.   Meetings included all required education partners. Before meeting with education partners, GPUSD reviewed each goal to determine whether the actions were effective in improving the metrics assigned to the actions. GPUSD then created a presentation of its progress on these metrics. At LCAP meetings, education partners were asked whether they agreed with GPUSD's appraisal of its progress and how progress could be further advanced. It's important to note that GPUSD used as much current metric data as possible. The most recent metric data allowed GPUSD to understand how what we were doing on a day-to-day basis was affecting our metrics. That is important because summative data from September 2024, does not provide an accurate picture of what's going on in March and April of 2025.

GOAL 1: CONDITIONS OF LEARNING. By April 2025, GPUSD determined that we made considerable progress toward goal 1. 71% of respondents agreed that GPUSD provided credentialed teachers, instructional materials, and well-maintained facilities. 90.4% of respondents agreed that GPUSD is doing a good job implementing the state standards. Only 56.2% stated that GPUSD was providing students access to a broad course of study.   While written responses were overall positive, some responders pointed out areas of need such

as the need to repair walkways, the need for new textbooks, and textbook adoptions. The most concern came from the need to provide students in elementary schools access to the visual and performing arts. That addition will be added to Goal 2.

To address education partner input, GPUSD will add/adjust the following actions:

GOAL 1, ACTION 8. Extended Day. GPUSD re-allocated custodial personnel to another program, saving $265,420 from supplemental and concentration for use in an area that education partners preferred.

GOAL 2: STUDENT OUTCOMES. By April 2025, GPUSD determined that progress toward goal 2 was limited by 2024. Education partner input indicated that 63% of respondents believed that GPUSD English Learners were making progress, and less than 50% reported that GPUSD was doing well with English and Math. Only 45.8% of respondents reported that GPUSD was preparing graduates for college and career readiness and A-G requirements.   Written responses were respectful while indicating that improvement needed to be made. Respondents reported that instruction needed improvement, English Learners needed additional support, and students needed credentialed teachers to help with A-G requirements.   Other responses indicated that quarterly interim assessments provided evidence that students were improving in English Learner progress, ELA, and math at the high school level.

To address education partner input, GPUSD will add/adjust the following actions.

Action 2202: Enhanced Tier 2 Academics. Total expenditures: $1,524,742.78. Education partner input recognized the value of instructional aides in elementary schools. Due to a reduction in Title I funding for the 2025-2026 school year, GPUSD has decided to use LCAP funding of $256,420 to maintain instructional aides, which is included in total expenditures.
Action 2204: English Learner Program. Total expenditures: $751,209.54. Education partner input determined that English Learners needed additional support for language acquisition and development. GPUSD determined to allocate $395,047.21 for ELD instruction at the elementary level. GPUSD will allocate $33,619.16 for an English Language Development Instructional Aide at Tranquillity High School. The Instructional aide will help the ELD instructor with small-group instruction.
Action 2210: Athletics. Total expenditures: $239,745.03. Education Partners recognized the value of elementary PE teachers on student outcomes, engagement in extra-curricular activities, and access to a broad course of study. GPUSD decided to fund an elementary PE teacher for San Joaquin Elementary: $89,499.45. The PE teacher provides certificated PE instruction to help students improve on the summative PE tests. The PE teacher also provides elementary students access to a broad course of study.

GOAL 3: ENGAGEMENT. By April 2025, GPUSD determined that great progress was made toward Goal 3. Education partner input showed that 71% of respondents thought GPUSD was doing a good job with chronic absenteeism while 74% thought the same of the GPUSD suspension rate. GPUSD weekly monitoring revealed that as of April 2025, the chronic absence rate was 16.04% and the suspension rate was an incredible 2.16%.

No changes made to goal 3.

GOAL 4: EQUITY MULTIPLIER AT RIO DEL REY. By April 2025, GPUSD determined that substantial progress was made toward Goal 4, for Rio Del Rey. Education partners appreciated the additional counselor who provided academic counseling and faster access to additional online classes. Student attendance increased, and chronic absence dropped. In addition, the suspension rate decreased to 0.

No changes made to goal 4.

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 Intern: 7.1% Ineffective: 14% Unknown: 0% NA: 0%	Total FTE: 78 Clear: 78.3% Out-of-field: 0 Intern: 7.1% Ineffective: 14% Unknown: 0% NA: 0%		Total FTE: 88 Clear: 93% Out-of-field: 0 Intern: 5% Ineffective: 2% Unknown: 0% NA: 0%	Standard Met: 0 Total FTE: 78 Clear: 0 Out-of-field: 0 Intern: 0 Ineffective: 0 Unknown: 0 NA: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023￼Data Source: TAMO	Data Year: 2023 (Last available data year)￼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: 2025￼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	Standard Met: 0￼￼INSTRUCTIONAL MATERIALS￼ELA CCSS: 0￼Math CCSS: 0￼Hist/Soc St.: +3￼ELD Standards: +2￼Next Generation St: +2
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Standard Met￼￼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	Standard Met￼￼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		Standard Met￼￼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	Standard Met: 5 for each is desired.￼￼PROFESSIONAL DEVELOPMENT￼ELA CCSS: 0￼Math CCSS: 0￼Hist. Social Studies: 0￼ELD Standards: 0￼Next Generation St: 0￼￼POLICY/PROGRAM SUPPORT￼ELA CCSS: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: Identifying professional learning needs of teachers/staff as a whole: 2 Providing Support: 2 Identifying the professional learning needs of individual teachers: 2 Data Year: 2024 Data Source: CA Dashboard	Hist/Soc St.: 3 ELD Standards: 3 Next Generation St: 3 IMPLEMENTATION OF STANDARDS ELA CCSS: 3 Math CCSS: 3 Hist/Soc St.: 4 ELD Standards: 3 Next Generation St: 3 ENGAGEMENT OF SCHOOL LEADERSHIP: Identifying professional learning needs of teachers/staff as a whole: 3 Providing Support: 3 Identifying the professional learning needs of individual teachers: 3 Data Year: 2025 Data Source: CA Dashboard		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 Next Generation St: 5 ENGAGEMENT OF SCHOOL LEADERSHIP: Identifying professional learning needs of teachers/staff as a whole: 5 Providing Support: 5 Identifying the professional learning needs of individual teachers: 5	Math CCSS: 0 Hist/Soc St.: 0 ELD Standards: 0 Next Generation St: 0 IMPLEMENTATION OF STANDARDS ELA CCSS: +1 Math CCSS: +1 Hist/Soc St.: 0 ELD Standards: 0 Next Generation St: 0 ENGAGEMENT OF SCHOOL LEADERSHIP: Identifying professional learning needs of teachers/staff as a whole: +1 Providing Support: +1 Identifying the professional learning needs of individual teachers: 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Access to and Enrollment in a Broad Course of Study	Standard Met Grades TK-6 Math; English: Science: Social Studies: VAPA: Health; PE Total Students: All Students: 1389 Low Income: 1305 Hispanic: 1355 English Learners: 714 Foster Youth/Homeless: 5* (updated from 69- 4/24/2025) Grades 7-8 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy All Students: 100% Low Income: 100% Hispanic: 100% English Learners: 100% Foster Youth/Homeless: 100% Grades 9-12 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE	Standard Met Grades TK-6 Math; English: Science: Social Studies: VAPA: Health; PE Total Students: All Students: 1388 Low Income: 1367 Hispanic: 1347 English Learners: 720 Foster Youth/Homeless: 9 Grades 7-8 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy All Students: 90% Low Income: 90% Hispanic: 90% English Learners: 90% Foster Youth/Homeless: 90% Grades 9-12		Standard Met Grades TK-6 Math; English: Science: Social Studies: VAPA: Health; PE Total Students: All Students: 100% Low Income: 100% Hispanic: 100% English Learners: 100% Foster Youth/Homeless: 100% Grades 7-8 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy Total Students All Students: 100% Low Income: 100% Hispanic:100% English Learners: 100% Foster Youth/Homeless: 100%	Standard Met Grades TK-6 Math; English: Science: Social Studies: VAPA: Health; PE Total Students: All Students: 100% Low Income: 100% Hispanic: 100% English Learners: 100% Foster Youth/Homeless: 100% Grades 7-8 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy All Students: -10% Low Income: -10% Hispanic: -10% English Learners: - 10% Foster Youth/Homeless: - 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Applied Arts); Computer Literacy All Students:400 Low Income: 100% Hispanic: 100% English Learners: 100% Foster Youth/Homeless: 100% Data Year: 2024 Data Source: CA Dashboard	Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy All Students: Low Income: 100% Hispanic: 100% English Learners: 100% Foster Youth/Homeless: 100% Data Year: 2025 Data Source: CA Dashboard		Grades 9-12 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy Total Students: 100% All Students:100% Low Income: 100% Hispanic: 100% English Learners: 100% Foster Youth/Homeless: 100%	Grades 9-12 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy All Students:100% Low Income: 100% Hispanic: 100% English Learners: 100% Foster Youth/Homeless: 100%
1.5	Monitoring Systems	No insufficiencies of monitoring systems: New metric. All users: 100% Lanschool: 100% Clever: 100% Aeries: 100% Everest: 100% Panorama: 100% IReady: 100% Data Year: 2024 Data Source: Local data	No insufficiencies of monitoring systems: All users: 100% Lanschool: 100% Clever: 100% Aeries: 100% Everest: 100% Panorama: 100% IReady: 100% Data Year: 2025		No insufficiencies of monitoring systems: New metric. All users: 100% Lanschool: 100% Clever: 100% Aeries: 100% Everest: 100% Panorama: 100% IReady: 100%	No insufficiencies of monitoring systems: All users: 100% Lanschool: 100% Clever: 100% Aeries: 100% Everest: 100% Panorama: 100% IReady: 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local data			
1.6	Inventories	GPUSD Inventories Instructional Materials & Technology (Textbooks, technology, athletic uniforms). All sites maintain inventories: 100% THS: 100% TES: 100% SJES: 100% CES: 100% RDR: 100% HES: 100% Data Year: 2024 Data Source: Local data	GPUSD Inventories Instructional Materials & Technology (Textbooks, technology, athletic uniforms). All sites maintain inventories: 100% THS: 100% TES: 100% SJES: 100% CES: 100% RDR: 100% HES: 100% Data Year: 2025 Data Source: Local data		GPUSD Inventories Instructional Materials & Technology (Textbooks, technology, athletic uniforms). All sites maintain inventories: 100% THS: 100% TES: 100% SJES: 100% CES: 100% RDR: 100% HES: 100%	GPUSD Inventories Instructional Materials & Technology (Textbooks, technology, athletic uniforms). All sites maintain inventories: 100% THS: 100% TES: 100% SJES: 100% CES: 100% RDR: 100% HES: 100%
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	No insufficiencies of technology. All users have access: 100% CES: 100% of students TES: 100% of students		No insufficiencies of technology All users have access: 100% CES: 100% of students TES: 100% of students	No insufficiencies of technology. All users have access: 100% CES: 100% of students TES: 100% of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HES: 100% of students RDR: 100% of students Data Year: 2024 Spring Data Source: Local data	SJES: 100% of students THS: 100% of students HES: 100% of students RDR: 100% of students Data Year: 2025 Spring Data Source: Local data		SJES: 100% of students THS: 100% of students HES: 100% of students RDR: 100% of students	SJES: 100% of students THS: 100% of students HES: 100% of students RDR: 100% of students
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: 2025 Spring Data Source: Local data		Maintain Tech Staffing at these sites 2 staff Helm:.5 San Joaquin: 1.5	NO DIFFERENCE Maintain Tech Staffing at these sites 2 staff Helm:.5 San Joaquin: 1.5
1.9	Additional Technology Staff	Added Tech Staffing at these sites 2 Staff Cantua: 1 Tranquillity ES .5 Tranquillity HS .5	Added Tech Staffing at these sites 2 Staff Cantua: 1 Tranquillity ES .5 Tranquillity HS .5		Added Tech Staffing at these sites 2 Staff Cantua: 1 Tranquillity ES .5 Tranquillity HS .5	NO DIFFERENCE Added Tech Staffing at these sites 2 Staff Cantua: 1 Tranquillity ES: .5

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	Data Year: 2025 Spring Data Source: Local data			Tranquillity HS: .5
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 Tranquillity Elementary 1 San Joaquin: 1 Data Year: 2025 Spring Data Source: Local data		Maintain Health Staffing at these sites 2 Staff Helm:.5 San Joaquin: 1.5	Maintain Health Staffing at these sites Maintained 2 Staff Tranquillity Elementary: 1 (Other resource) San Joaquin: 1
1.11	Additional Health Services	Added Health Staffing at these sites Cantua: 1 Tranquillity ES .5 Tranquillity HS .5 (Includes 1 FTE nurse) Data Year: 2024 Spring Data Source: Local data	NO DIFFERENCE All Sites: 1 (Nurse) All Sites Aide: 1 Data Year: 2025 Spring Data Source: Local data		Added Health Staffing at these sites 2 Staff Cantua: 1 Tranquillity ES .5 Tranquillity HS .5 (Includes 1 FTE nurse)	NO DIFFERENCE Added Health Staffing at these sites All Sites: 1 (Nurse) All Sites Aide: 1 Maintained
1.12	FIT Report	Maintenance of Facilities Site FIT Report Status Cantua: 89.04 Fair*	Maintenance of Facilities Site FIT Report Status		Maintenance of Facilitities Site FIT Report Status	Maintenance of Facilities Site FIT Report Status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Helm:93.39 Good San Joaquin: 90.79 Good Tranquillity High: 93.05 Good Tranquillity ES: 92.22 Good Rio Del Rey: 87.5 Fair* Data Year: 2023-2024* Data Source: Williams FIT Report *correction 4/10/2025	Cantua: 93.38 Good Helm:95.24 Good San Joaquin: 93.39 Good Tranquillity High: 94.58 Good Tranquillity ES: 95.7 Good Rio Del Rey: 90.63 Good Data Year: 2024-2025 Data Source: Williams FIT Report		Cantua: Good Helm:Good San Joaquin: Good Tranquillity High: Good Tranquillity ES: Good Rio Del Rey: Good	Cantua: 4.34% Good Helm: 1.85 Good San Joaquin: 2.6% Good Tranquillity High: 1.53% Good Tranquillity ES: 3.48% Good Rio Del Rey: 3.13% Good
1.13	Custodial and Grounds Department	Maintain Adequate Custodial & Grounds at each site Required staffing percentage Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity ES: 100% Tranquillity HS: 100% Rio Del Rey: 100% Data Year: 2024 Data Source: Local data	Maintain Adequate Custodial & Grounds at each site Required staffing percentage Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity ES: 100% Tranquillity HS: 100% Rio Del Rey: 100% Data Year: 2025		Maintain Adequate Custodial & Grounds at each site Required staffing percentage Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity ES: 100% Tranquillity HS: 100% Rio Del Rey: 100%	NO DIFFERENCE Maintain Adequate Custodial & Grounds at each site Required staffing percentage Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity ES: 100% Tranquillity HS: 100% Rio Del Rey: 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local data			
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: 0% 3rd Quarter: 156% (1.56) 4th Quarter: Pending Data Year: 2025 Data Source: Local data		Instructional Rounds per teacher 1st Quarter: 100% 2nd Quarter: 100% 3rd Quarter:100% 4th Quarter:100%	Instructional Rounds per teacher 1st Quarter: +25% 2nd Quarter: -100% 3rd Quarter: +75.6% 4th Quarter: Pending

Goal Analysis [2024-25]

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.

During the 2024–25 school year, Golden Plains Unified School District implemented a series of foundational actions aimed at strengthening academic, technological, health, and facility conditions to support student success. Under Action 1.1, the district successfully maintained staffing levels across administrative, academic services, and site-based certificated teachers, creating consistent academic environments and instructional continuity. Through Action 1.2, we enhanced our academic conditions by deploying computer-based monitoring systems, professional development opportunities, and expanded support from the Director of Academic Services and data/attendance staff at the district level. These efforts contributed to more efficient data tracking and instructional adjustments.

In support of district-wide technology integration (Actions 1.3 and 1.4), we provided both base and additional staffing within the Technology Department, supplied essential equipment and materials, and offered technology-specific professional development. This ensured stable technological infrastructure and increased staff capacity to support digital learning environments. Health services were sustained through

Action 1.5 with district health aides, and further enhanced via Action 1.6, which included additional aides, relevant materials, and training—resulting in timely student health support and improved health-related data collection.

Our facilities remained clean and functional due to Action 1.7, which involved custodial and grounds staff, along with the provision of cleaning supplies and professional development. Additionally, Action 1.8 allowed us to maintain extended day program spaces with increased custodial support and supplies while also promoting student engagement through initiatives like the community garden. Collectively, these actions were implemented as planned, and while minor logistical challenges arose with staffing timelines, the district effectively adapted. The overall implementation demonstrated a strong alignment with district priorities, positively influencing learning conditions and student well-being across the system.

Overall Successes: There were several relevant successes this year. Administrators used instructional rounds to ensure that teachers employed standards-aligned instruction with standards-aligned instructional materials. Instructional Rounds provided administrators the opportunity to watch teachers in action and provide feedback on instruction including how teachers used formative assessment to check for understanding. While administrators visited, they could see how teachers engaged students with well-designed lesson plans and welcoming classroom climates, which are necessary for student achievement. The technology department did a great job this year supporting conditions of learning. They were available at all sites to trouble-shoot tech issues, allowing instruction to go on with limited tech interruptions. Site facilities improved during the year. Grounds planted trees and shrubs to replace the dead and vanished flora prevalent at school sites. Health services were available much faster, which helped keep students in school. Our attendance rate rose, and our chronic absence fell.

Overall Challenges: Even with additional staff at sites, some site administrators faced difficulties conducting observational rounds. Adopting standards-aligned textbooks was a challenge due to time and effort for committee members. Another challenge was cost.. GPUSD is an old school district and many sites need major overalls. At present, the swimming pool is being re-done after almost ten years. It's difficult to fund all the necessary facility projects.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures or planned percentages of improved services.

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

Eight (8) total actions were included in this goal.

Goal 1, Action 1: Exceptional Academic Conditions & Goal 1, Action 2: Action 2 Enhanced Academic Conditions
Effectiveness of Action(s): Effective
Student Group(s): All Students, English Learners, Low-Income, and Foster students.

Metrics: Access to a Broad Course of Study (Metric 1.4) All Students, English Learners, Low-Income, and Foster students. CCI Indicator (Metric 2.21) All Students, English Learners, Low-Income, and Foster students. GPSD will report on timely purchases of these tools and teacher training through its inventories for supplies and materials (metrics 1.5 & 1.6).

Access to a Broad Course of Study (Metric 1.4)
All students: TK-6: 100%, Grades 7-8 90%, decreased 10%. Grades 9-12: 100%
English Learners: K-6: 100%, Grades 7-8 90%, decreased 10%. Grades 9-12: 100%
Low-Income: K-6: 100%, Grades 7-8 90%, decreased 10%. Grades 9-12: 100%
Foster Youth: K-6: 100%, Grades 7-8 90%, decreased 10%. Grades 9-12: 100%

CCI Indicator (Metric 2.21)
All students: Increased 1.8% from 16.7% to 18.4%
English Learners: Increased 2.1% from 7.7% to 9.8%
Low-Income: Increased 1.6% from 16.8% to 18.4%
Foster Youth: Not Available

Monitoring Systems (Metric 1.5)
All students: Maintained 100%
English Learners: Maintained 100%
Low-Income: Maintained 100%
Foster Youth: Maintained 100%

Analysis Statement:
Based on local monitoring and preliminary California School Dashboard indicators, there was a maintenance or slight increase in the percentage of students, including EL, LI, and FY, accessing a full course of study. Positive movement in the College and Career Indicator (CCI) for all student groups, including EL and low-income students, suggests improved academic preparation and postsecondary readiness. The actions under Goal 1.1 and 1.2 were effective in meeting their intended outcomes. The structured supports and monitoring systems enabled timely interventions and maintained foundational academic conditions critical for learning, particularly for unduplicated student groups. Continued use and refinement of these systems will be essential in addressing areas of growth identified in the Dashboard and local data analysis for 2025–26.

Goal 1, Action 3: Technology Department & Goal 1, Action 4: Enhanced Technology Services.
Effectiveness of Action(s): Effective
Student Group(s): All Students, EL, FY, and LI; LTELs,
Metrics: CAASPP ELA (Metric 2.1) All Students, EL, FY, and LI. English Learner Progress (Metric 2.3) EL & LTELs.   Percentage of Seniors meeting A-G requirements (Metric 2.10) All Students, EL, FY, and LI. Percentage of Seniors completing at least 1 CTE Pathway (Metric 2.11) All Students, EL, FY, and LI

CAASPP ELA (Metric 2.1)

All students: 2.2% decrease from 21.66% to 19.44%
English Learners: 1.06% decrease from 9.53% to 8.47%
Low-Income: 2.65% decrease from 21.87% to 19.22%
Foster Youth:Not available

CAASPP Math (Metric 2.2)
All students: 3.34% increase from 15.85% to 19.19%
English Learners: 2.08% increase from 10.35% to 12.43%
Low-Income: 3.79% increase from 15.40% to 19.19%
Foster Youth:Not available

English Learner Progress (Metric 2.3)
English Learners: -.97 decrease from 38.5% to 38% making progress
LTELs: 3% increase from 47.3% to 50.2%

Percentage of Seniors meeting A-G requirements (Metric 2.10)
All students: 2.3% decrease from 37.5% to 35.2%
English Learners: 1.7% increase from 26% to 27.7%
Foster Youth: No data
Low-Income: 2.3% decrease from 37.5% to 35.3%

Percentage of Seniors completing at least 1 CTE Pathway (Metric 2.11)
All Students: .08% decrease from 13% to 12.2%
English Learners: 8.4% increase from 1.2% to 9.6%
Foster Youth: No increase, 0
Low Income: 0, maintained at 13%

Analysis Statement:
Based on the 2023 to 2024 California School Dashboard, Golden Plains Unified saw mixed achievement trends. The percentage of students meeting or exceeding the SBAC English Language Arts standard slipped by 2.22 points overall, with English Learners dropping 1.06 points and low-income students falling about 2.65 points; Foster Youth results were not reported. In contrast, mathematics performance improved: the district's overall "Standard Met" rate rose 3.34 points, paced by a 2.08-point gain for English Learners and a notable 9.96-point increase for low-income students, while Foster Youth data again remained unavailable. DataQuest shows that A–G pathway completion in Golden Plains Unified held virtually steady from 2023 to 2024, dipping by only 0.08 percentage point overall. Completion among low-income students remained unchanged, while English Learners achieved an 8.4-percentage-point jump—the district's most significant college-eligibility gain for any subgroup this year. The ELPI showed a slight dip for ELs and a great dip for LTELs. The district will continue to ensure that the identified students have baseline technology supports outlined in 1.3 and increased supports identified in 1.4. Golden Plains will continue to provide access to language-rich software (e.g., listening labs with headphones) and scaffolded lessons to accelerate the identified students' mastery of coursework.

Goal 1, Action 5: Health Services & Goal 1, Action 6:Additional Health Services.
Effectiveness of Action(s): Very Effective
Student Group(s): All Students and Students with Disabilities; EL, LI, FY and Homeless
Metrics: Attendance Rates (Metric 3.2) All Students, FY, and LI. Chronic Absenteeism (Metric 3.3) All Students, FY, and LI. Additional Health Services (Metric 1.11) Number of students served

Attendance Rates (Metric 3.2)
All Students: +.3%
English Learners: Not available
Foster Youth: Not available
Low Income: Not available

Chronic Absenteeism (Metric 3.3)
All Students: decreased 5.9% from 31% to 25.2%
English Learners: decreased 5.3% from 27% to 21.7%
Foster Youth: Not available
Low Income: decreased 5.9% from 31.8% to 25.9%

Additional Health Services (Metric 1.11)
All Sites: Maintained, 1 nurse
All sites: Maintained, Health Aide: 1

Analysis Statement:
From 2023 to the 2024 California Dashboard, chronic absenteeism declined district-wide by 5.9 percentage points. This improvement was mirrored among key student groups, with rates dropping by 5.3 points for English Learners,5.9 points for Low-Income students, and 22.1 points for Foster Youth. The district will continue to provide basic Health Services, called out in 1.5 and increased Health Services identified in 1.6. By adding health aides, fully stocking clinics, and training staff in up-to-date care protocols, the district ensured students, especially LI and FY, received immediate attention for illnesses or injuries, preventing minor issues from turning into multi-day absences. The resulting healthier, safer environment reduced time out of school, contributing directly to the observed decline in chronic absenteeism across all groups.

Action(s): Action 7: Facility Maintenance; Action 8: Staff Materials and Supplies for Extended Day.
Effectiveness of Action(s): Effective
Student Group(s): All Students, FY, EL, and LI
Metrics: Attendance Rates (Metric 3.2): All Students, FY, EL, and LI. Chronic Absenteeism (Metric 3.3): All Students, FY, EL, and LI. CAST Science (Metric 2.18) All Students, FY, EL, and LI. Educational Partner Input

Attendance Rates (Metric 3.2)
All Students: +.3%

English Learners: Not available
Foster Youth: Not available
Low Income: Not available

Chronic Absenteeism (Metric 3.3)
All Students: decreased 5.9% from 31% to 25.2%
English Learners: decreased 5.3% from 27% to 21.7%
Foster Youth: Not available
Low Income: decreased 5.9% from 31.8% to 25.9%

CAST Science (Metric 2.18)
All Students: Increased 1.24% from 5.73% to 6.97%
English Learners: Increased .71% from 0 to .71%
Foster Youth:Not available
Low Income: Increased .88% from 5.6% to 6.48%

Educational Partner Input
High School Students rated facilities 3.5% higher from 37.5% to 41%
Middle School Students rated facilities 39% higher from 24% to 63%
Elementary School Students rated facilities 8% lower from 76% to 68%

Analysis Statement:
Facility Maintenance and Extended Day greatly contributed to student engagement with meager growth in CAST science. The access to improved facilities, after-school and summer school activities and learning provided students with opportunities to strengthen connections with teachers and other students. Such activities addressed student need for hands-on experience relevant to real life. These activities especially allowed low-income and English Learners students to bridge the engagement gap. EL chronic absence decreased 5.9% from 31.8% to 25.9%.

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.

Action 1.2. Changed how the action addresses student needs to the following: "Staff Professional Development: 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/Assistant Superintendent 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."
Action 1.5 Health Services was updated to add LREBG funds
Action 1.6 Additional Health Services was updated to add LREBG funds
Added Action 1.9: Technical Assistance for Administrators and Teachers.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Exceptional Academic Conditions	To provide exceptional academic conditions, Golden Plains Unified will provide the following: Administrators and staff to ensure the following: 1. Every student has a highly qualified teacher. 2. Every student has standards-aligned instructional materials. 3. Every student has access to a broad course of study 4. The rigorous Common Core State Standards (CCSS) and EL standards are implemented in all classrooms. GPUSD staff Administration Academic Services Finance Department Certificated teachers at all sites	$8,691,719.94	No
1.2	Enhanced Academic Conditions	To provide enhanced academic conditions, Golden Plains Unified will provide the following: Director of Academic Services District office staff for data and attendance Computer Based Monitoring systems Professional Development	$504,009.19	Yes
1.3	Technology Department (2202)	To support the district's technology needs, GPUSD will provide technology personnel.	$706,714.53	No

Action #	Title	Description	Total Funds	Contributing
		Director of Technology Technology Staff Technology personnel will provide chromebooks and laptops to students as well as technology assistance for GPUSD staff.		
1.4	Enhanced Technology Services	To enhance the district's technology needs, GPUSD will provide the following: 1. Additional Technology staffing 2. Technology materials & supplies 3. Technology Professional Development	$450,837.42	Yes
1.5	Health Services	To maintain adequate health services for students, GPUSD will provide the following: District Health Aides LREBG: A (.5) School Nurse was added during the 2024-2025 school year to address the increased number of students requiring health services, which saved GPUSD from service contracts that exceeded the cost for a district hire. The School nurse will continue to be funded in the 25-26 school year through LREBG funds. Based on the feedback from the needs assessments, GPUSD determined, after reviewing allowable LREBG expenditures, that health services should be used to reduce chronic absenteeism. Allowable Use: (c) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.	$117,983.16	No

Action #	Title	Description	Total Funds	Contributing
		Research-Based: Research has shown that on-site school nurses effectively reduce chronic absenteeism by providing immediate health interventions and ongoing wellness support tailored to student needs. Additionally, studies indicate that hiring district-employed nurses is more cost-effective than contracting external providers, ensuring sustainable, high-quality care for GPUSD students. LREBG metrics. Attendance Rates (Metric 3.2) All Students, FY, and LI Chronic Absenteeism (Metric 3.3) All Students, FY, and LI		
1.6	Additional Health Services	To enhance the district's healthcare needs, GPUSD will provide the following: (1) Additional health aides (2) Supplies and materials (3) Professional Development & Support LREB Grant: 1.9 FTE School Psychologist was added during the 2024-2025 school year to address student mental health concerns for students throughout the district. Before 2024-2025, 2 psychologists serviced all 1,400 students, and completed tests for special education eligibility. LREB Grant. A (.5) Speech Language Pathologist was added during the 2024-2025 school year to address the increased number of students requiring speech services, which saved GPUSD from service contracts that exceeded the cost for a district hire. A (.5) Speech Language Pathologist will continue to be funded through the LREBG. Based on the feedback from the needs assessments, GPUSD determined, after reviewing allowable LREBG expenditures, that health services should be used to reduce chronic absenteeism. By addressing mental health needs, GPUSD will create a supportive environment that encourages student attendance and participation in student life on campus. This action ensures that LI and Foster students have equitable access to mental healthcare essential for their well-being.	$323,023.25	Yes

Action #	Title	Description	Total Funds	Contributing
		By addressing students' speech needs, GPUSD will create a supportive environment that encourages student attendance, participation in student life on campus, and improved academic achievement. This action ensures that LI and Foster students have equitable access to speech services essential for their well-being. Allowable Use: (c) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Research shows that increasing access to school-based mental health professionals, like adding 1.9 FTE psychologists, leads to significant reductions in chronic absenteeism and boosts overall student engagement by addressing emotional and behavioral barriers to learning. Likewise, evidence indicates that onsite speech–language pathology services improve communication skills, academic outcomes, and school participation, particularly for low-income and foster youth who might otherwise face delays due to limited access to contracted providers. LREBG metrics. Attendance Rates (Metric 3.2) All Students, FY, and LI Chronic Absenteeism (Metric 3.3) All Students, FY, and LI		
1.7	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	$2,004,813.38	No

Action #	Title	Description	Total Funds	Contributing
1.8	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	$1,600,000.00	Yes
1.9	Technical Assistance for Administrators and Teachers	GPUSD is eligible for technical assistance due to the following student groups: DA Qualifying: LTEL and Homeless Students: LTEL ELA: decreased .72% from 4.46% to 3.74% ELA DFS: -5.1 DFS from 109.1 DFS to 103.2DFS Math: Increased 5.86% from 4.42% to 10.28% Math DFS: Increased DFS from 120.7 DFS to 116.1 DFS CCI: decreased 2.3 % from 8.8% to 6.5% Suspension: decreased -.2% from 9.5 % to 9.3% GPUSD employs a mult-tiered system of support for Long Term English Learners. For tier 1 support, district and site administration found in Actions 1.2 and 2.1 ensured that highly qualified teachers implemented the Common Core Standards in English and Math as well as the English Learner standards in all classes that serve English Learners. In Goal 1, Action 2, and Goal 2, Action 2, GPUSD provided legally required professional development through three providers. Nancy Akhavan Consulting engaged teachers in English, Math, and ELD collaboration on standards implementation and interim assessments. Core Collaborative used Impact Teams to establish a culture for professional learning communities. Teachers received professional development for the English, Math, and ELD standards. In Goal 1, actions 4, District Administration engaged the services of SummitK12 and Ellevation. Summit K12 is an online program designed specifically to monitor English Learns and LTELs, and it provides letters to parents and reclassification notices when appropriate. Summit K12	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		provided EL online instruction designed to advance language proficiency to English Learners. Tier 1 and Tier 2 academic support was provided throughout Goal 2. In Goal 2, action 2, GPUSD provided additional counseling for academic planning. In Goal 2, Action 4, GPUSD initiated an English Learner and Long-Term English Learner Program. By re-organizing staff, GPUSD placed Highly qualified teachers in this action. At the high school level, an English Learner instructional aide was re-assigned to allow EL teachers to work individually with LTEL students. GPUSD has re-classified twenty-five high school English Learners this year, many are LTELs. Due to this progress, we expect the CCI indicator to improve. The multi-tiered system of support continued into Goal 3 Engagement. GPUSD added Learning Directors at Tranquillity High and San Joaquin Elementary. These administrators in conjunction with counselors worked on restorative practices. The suspension rate is 2% for the year; GPUSD expects a much lower rate at end of year, meaning students are realizing how our schools can improve their lives. Students: Homeless ELA: decreased 22.58% from 22.58% to 0 ELA DFS: decreased 49.2 DFS from 92.2 DFS to 141.4 DFS Math: decreased 9.38% from 15.63% to 6.25% Math DFS: decreased 39.8 from 100 DFS to 139.8 DFS Suspension: increased 3.6% from 4.5% to 8.1% GPUSD employs a mult-tiered system of support for Homeless students. For tier one support, district and site administration found in Actions 1.2 and 2.1 ensured that highly qualified teachers implemented the Common Core Standards in English and Math as well as the English Learner standards in all classes that serve English Learners. In Goal 1, Action 2, and Goal 2, Action 2, GPUSD provided legally required professional development through three providers. Nancy Akhavan Consulting engaged teachers in English, Math, and ELD collaboration on standards implementation and interim assessments. Core Collaborative used Impact Teams to establish a culture for professional learning communities. Teachers received professional development for the English, Math, and ELD standards. Tier 1 and Tier 2 academic support was provided throughout Goal 2. In Goal 2, action 2, GPUSD provided additional counseling for academic		

Action #	Title	Description	Total Funds	Contributing
		planning as well as after-school tutoring. The multi-tiered system of support continued into Goal 3 Engagement. GPUSD added Learning Directors at Tranquillity High and San Joaquin Elementary. These administrators in conjunction with counselors worked on restorative practices. The suspension rate is 2% for the year; GPUSD expects a much lower rate at end of year, meaning students are realizing how our schools can improve their lives. (Notes: ELA: EL, Hispanic, Homeless, LTEL, SED, SWD Math: Homeless, EL, Hispanic, LTEL, SED, SWD) Differentiated Assistance with FCSS GPUSD and FCSS will team up to improve the achievement for Homeless students and Long-Term English Learners. Homeless students have been identified for suspension and academics. LTELs for suspension, academics, and college and career readiness. The support plan includes three pathways. Pathway 1 is the "Traditional Improvement Journey." Traditionally, GPUSD uses the continuous cycle of improvement. Schools and the LEA review student achievement, using iReady, Coe Phonics, IABs, FIABs, during monthly and quarterly meetings (PLCs, ideally). Use the data, to plan for future lessons. Assess students. Then determine student needs for various levels of support. Pathway 2 employs FCSS in a technical support role as critical thinking partners, or outside eyes, providing additional levels of support. FCSS will join for PARSEC training and for Professional Development Committee meetings. Pathway 3 employs Action Plan check-ins with Executive Leadership. The district has identified the following area scope: (1) Literacy; (2) TK-8. The district will monitor progress using these metrics: iReady, Core Phonics, IABs, FIABs.		

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)

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% EL:9.53% LI: 21.87% FY: NA	GOLDEN PLAINS UNIFIED SBAC ELA All Students: 19.44% EL: 8.47%		Golden Plains Unified All Students:40% EL:30% LI: 35% FY: NA Homeless: 40%	GOLDEN PLAINS UNIFIED SBAC ELA All Students: -2.22% EL: -1.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 22.58 SWD: 8.96% (corrected from 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	LI: 19.22% FY: NA Homeless: 0% SWD: 10.53% LI SWD: NA % LTEL: 3.74% San Joaquin Elementary All Students:19.64% LI: 19.69% Hispanic: 19.44% LI Hispanic:19.44% EL:10.42% Data Year: 2023-2024 Data Source: CAASPP ELA		SWD: 25% LI SWD: 22% LTEL: 20% San Joaquin Elementary All Students:40% LI: 35% Hispanic:40% LI Hispanic: 40% EL: 30%	LI: -2.65% FY: NA Homeless: -22.58% SWD: +2.23% LI SWD: NA % LTEL: -.72% San Joaquin Elementary All Students: +2.24% LI: +2.49% Hispanic: +2.16% LI Hispanic: +2.23% EL: -.18%
2.2	CAASPP Math	GOLDEN PLAINS UNIFIED SBAC Mathematics: 15.85% English Learners Standard Met: 10.35% Low Income: Standard Met: 15.40% Foster Youth Standard Met: NA	GOLDEN PLAINS UNIFIED SBAC Mathematics: 19.19% English Learners Standard Met: 12.43% Low Income: Standard Met: 19.19%		GOLDEN PLAINS UNIFIED SBAC Mathematics: 25% English Learners Standard Met: 23%% Low Income: Standard Met: 25% Foster Youth	GOLDEN PLAINS UNIFIED SBAC Mathematics: +3.34% English Learners Standard Met: +2.08 % Low Income: Standard Met: +3.79%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: Standard Met: 15.63% SWD: Standard Met: 15.85% Long Term English Learners: Standard Met: 4.42% TRANQUILLITY ELEMENTARY All Students: 9% LI: 9% Hispanic: 9.18 EL: 3.84% LI Hispanic: 9.09 Data Year: 2022-2023 Data Source: DataQuest	Foster Youth Standard Met: NA Homeless: Standard Met: 6.25% SWD: Standard Met: 20% Long Term English Learners: Standard Met: 10.28% TRANQUILLITY ELEMENTARY All Students: 14.63% LI: 14.88% Hispanic: 14.05% EL: 11.11% LI Hispanic: 14.29% Data Year: 2023-2024 Data Source: DataQuest		Standard Met: NA Homeless: Standard Met: 20% SWD: Standard Met: 20% Long Term English Learners: Standard Met: 15% TRANQUILLITY ELEMENTARY All Students: 25% LI: 25% Hispanic: 25% EL: 25% LI Hispanic:25%	Foster Youth Standard Met: NA Homeless: Standard Met: -9.38% SWD: Standard Met: +4.15% Long Term English Learners: Standard Met: +5.86% TRANQUILLITY ELEMENTARY All Students: +5.63% LI: +4.87% Hispanic: +4.87% EL: +7.27% LI Hispanic: +5.2%
2.3	English Learner Progress	English Learners making progress toward language proficiency Total ELs: 692	English Learners making progress toward language proficiency		English Learners making progress toward language proficiency	English Learners making progress toward language proficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs making progress: 38.8% LTEL students: TBD LTEL: Students: est 47.2% Data Year: 2022-2023 Data Source: CA Dashboard	Total ELs: 595 ELs making progress: 38.5% Total LTELS:46 LTEL students: 50.2% Data Year: 2023-2024 Data Source: CA Dashboard		Total ELs: NA ELs making progress: 60% LTEL students: 25%	Total ELs: -97 ELs making progress: -.5% Total LTELS:46 LTEL students: +3%
2.4	English Learner Reclassification Rate	EL Reclassification Rate Total ELs: 692 ELs Reclassified: 4% Data Year: 2024 Data Source: CALPADS	EL Reclassification Rate Total ELs: 656 Reclassified: 46 ELs Reclassified: 7% Data Year: 2025 Data Source: CALPADS		EL Reclassification Rate Total ELs: NA ELs Reclassified: 20%	EL Reclassification Rate Total ELs: 656 ELs Reclassified:+3%
2.5	EAP College/Career Ready--ELA	ELA Grade11 CAASPP All students: 29.8% LI: 29.04% EL: 0% Foster:* No results available Homeless* No results available Data Year: 2023	ELA Grade11 CAASPP All students: 18.75% LI: 17.71% EL: 2.70% Foster: * No results available Homeless* No results available		ELA Grade11 CAASPP All students: 55% LI: 50% EL: 45% Foster: 55% Homeless: 55%	ELA Grade11 CAASPP All students: -11.05% LI: -11.33% EL: +2.70% Foster: * No results available Homeless* No results available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest	Data Year: 2024			
2.6	EAP College/Career Ready--Math	Math Grade 11 CAASPP All students: 6% LI: 6.25% EL: 0% Foster:* No results available Homeless* No results available Data Year: 2023 Data Source: DataQuest	Math Grade 11 CAASPP All students: 6.18% LI: 6.25% EL: 2.70% Foster:* No results available Homeless* No results available Data Year: 2024		Math Grade 11 CAASPP All students: 25% LI: 23% EL: 20% Foster: 20% Homeless: 20%	Math Grade 11 CAASPP All students: +.18% LI: 0% EL: +2.70% Foster:* No results available Homeless* No results available
2.7	K-12 ELA Interim Assessment Quarterly Progress by School (% met/exceeded)	IReady, IABs & IACs GPUSD Met or Exceeded All: 20% (revised 13.92%-April 2025) LI: 20% EL: 15% FY: 20% Homeless: 20% Data Year: 2024 Data Source: IREADY	IReady, IABs & IACs K-8 GPUSD Met or Exceeded All: 30% LI: 30% EL: 25%% FY: 25% Homeless: 25% K-12 GPUSD Met or Exceeded All: 30% LI: 30% EL: 25% FY: 25%		IReady, IABs & IACs GPUSD Met or Exceeded LI: 50% EL: 45% FY:45% Homeless: 45% Data Year: 2027 Data Source: IREADY K-12 GPUSD Met or Exceeded All: 50% LI: 50%	IReady, IABs & IACs K8 GPUSD Met or Exceeded All: +10% LI: +10% EL: +10% FY: +5% Homeless: +5% K-12 GPUSD Met or Exceeded All: Baseline 24-25 LI: Baseline 24-25 EL: Baseline 24-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: 25% Data Year: 2025 Data Source: Local Indicator		EL: 40% FY: 40% Homeless: 40%	FY: Baseline 24-25 Homeless: Baseline 24-25
2.8	K-12 Math Interim Assessment Quarterly Progress by School (% met/exceeded)	IReady, IABs & IACs GPUSD Met or Exceeded All: 15% LI: 15% EL: 5% FY: 15% Homeless: 15% Data Year: 2024 Data Source: IREADY	IReady, IABs & IACs K-8 GPUSD Met or Exceeded All: 30% LI: 30% EL: 20% FY: 20% Homeless: 20% Grades 9-12 (added April 2025) GPUSD Met or Exceeded All: 30% LI: 30% EL: 25% FY: 25% Homeless: 25% Data Year: 2025 Data Source: Local Indicator		IReady, IABs & IACs GPUSD Met or Exceeded LI: 35% EL: 30% FY: 30% H: 30% FY: 30% Data Year: 2027 Data Source: IREADY Grade 9-12 (added April 2025) GPUSD Met or Exceeded All: 35% LI: 35% EL: 30% FY: 30% Homeless: 30%	IReady, IABs & IACs K8 GPUSD Met or Exceeded All: +15% LI: +15% EL: +15% FY: +5% Homeless: +5% Grades 9-12 (added April 2025) GPUSD Met or Exceeded All: Baseline 24-25 LI: Baseline 24-25 EL: Baseline 24-25 FY: Baseline 24-25 Homeless: Baseline 24-25
2.9	K-12 ELD Interim Assessment Quarterly Progress by School (% met/exceeded)	IReady, IABs & ACs GPUSD Met or Exceeded EL: 5%	IReady, IABs & IACs GPUSD K-8 Met or Exceeded		IReady, IABs & IACs GPUSD K-8 Met or Exceeded	IReady, IABs & IACs GPUSD K-8 Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTELs: 5% Data Year: 2024 Data Source: IREADY	EL: 10% LTEL: 12% Grade 9-12 (added April 2025) GPUSD Met or Exceeded EL: 25% LTEL: 25% Data Year: 2025 Data Source: Local Indicator		EL: 50% LTEL: 50% Data Year: 2027 Data Source: IREADY Grade 9-12 (added April 2025) GPUSD Met or Exceeded EL: 50% LTEL: 50%	EL: +5% LTEL: +7% Grade 9-12 (added April 2025) GPUSD Met or Exceeded EL: NA LTEL: NA
2.10	Percentage of Seniors meeting A-G requirements	A-G Requirements met: 92 Students 33: All students: 37.5% 33: Low Income: 37.5% 24: English Learners: 26% 0: Foster Youth: 0% Data Year: 2022-2023 Data Source: DataQuest 2023	A-G Requirements met: 92 Students 38: All students: 35.2% 38: Low Income: 35.2% 13: English Learners: 27.7% No Data: Foster Youth: % Data Year: 2023-2024 Data Source: DataQuest		A-G Requirements met: All students: 80% Low Income: 75% English Learners: 70% Foster Youth: 60%	A-G Requirements met: 92 Students 38: All students: -2.3% 38: Low Income: -2.3% 13: English Learners: +1.7% No Data: Foster Youth: %
2.11	Percentage of Seniors completing at least 1 CTE Pathway	Students who completed one pathway: 92 Students	Students who completed one pathway: 84 Seniors Students		Students who completed one pathway: maintain 150	Students who completed one pathway: 84 Seniors Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12: All students: 13% 12: Low Income 13% 1: English Learners: 1.2% 0 : Foster Youth: 0 Data Year: 2022-2023 Data Source: CALPADS	14: All students: 12.2% 12: Low Income 13% 5: English Learners: 9.6% 0: Foster Youth: 0 Data Year: 2023-2024 Data Source: CALPADS		All students: 50% English Learners: 20% Foster Youth: NA	14: All students: -.08% 12: Low Income 0% 5: English Learners: 8.4% 0: Foster Youth: 0
2.12	Percentage of Seniors completing a CTE pathway and meeting A-G requirement	Students who completed CTE pathway and A-G requirement. Total students: 92 CTE Pathway completion: 12 students, or 13%% A-G Met: 33 students, or 37.5% CTE and A-G met: 3 students of 92: 3.2% Data Year: 2022-2023 Data Source: CALPADS	Students who completed CTE pathway and A-G requirement. Total students: 108 CTE Pathway completion: 14 students, or 12.2% A-G Met: 38 students, or 35.1% CTE and A-G met: 3 students of: 2.7% Data Year: 2023-2024		Students who completed CTE pathway and A-G requirement. Total students: 100 CTE Pathway completion: 50% A-G Met:80% CTE and A-G met: 25%	Students who completed CTE pathway and A-G requirement. Total students: 108 CTE Pathway completion: 14 students, -.8% A-G Met: 38 students, or -2.4% CTE and A-G met: 3 students of: -.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CALPADS			
2.13	Graduation Rate	2022-2023 Four Year Graduation Rate: 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	2023-2024 Four Year Graduation Rate: All Students: 94.8% Low Income: 94.8% English Learners: 92.3% LTEL: 93.5% Foster Youth: NA Hispanic: 96.3% SWD: 81.8% Data Year: 2023-2024 Data Source: CA Dashboard		2026-2027 Four Year Graduation Rate: All Students: 98% Low Income: 98% English Learners: 98% Foster Youth: NA Hispanic: 98% SWD: 98%	Four Year Graduation Rate: All Students: +9.1% Low Income: +9.2% English Learners: +19.1% LTEL: +13.5 from 80% Foster Youth: NA Hispanic: +7.8% SWD: +28%
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: 2024: 1 of 1 Data Year: 2024 Data Source: Local Data		Number of students receiving certification: Students: 1 of 1. 100%	Number of students receiving certification: 2024: 1 of 1 (100%)
2.15	Percentage met/exceeded PFT in grades 5, 7, and 9	2022-2023 5th:	2023-2024 5th: Cantua: 100%		Year 5th: Cantua: 100%	PFT 5th: 100% Cantua: 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cantua: 19 of 19---100% Helm: 6 of 6---100% SJES: 54 of 62---100% TES: 24 of 24---100% 7th Cantua: 14 of 18---100% Helm: 4 of 6---100% SJES: 50 of 52--100% TES: 21 of 24--100% Tranquillity High: 9th: 96 of 96 (100%) Data Year: 2023 Data Source: Local Data	Helm: 100% SJES: 100% TES:100% 7th Cantua: 100% Helm: 100% SJES: 100% TES: 100% Tranquillity High: 9th: 100% Data Year: 2024 Data Source: Local Data		Helm: 100% SJES: 100% TES: 100% 7th Cantua: 100% Helm: 100% SJES: 100% TES: 100% Tranquillity High: 9th: (100%)	Helm: 100% SJES:100% TES: 100% 7th Cantua: 100% Helm: 100% SJES: 100% TES: 100% Tranquillity High: 9th: 100%
2.16	Percentage of students participating in sports at each school in each season of sport. Grades 5-12.	District students participating in sports: Total Students: Students participating: 1370 Cantua Elementary: All: 192 Participating: 45% San Joaquin Elementary: All: 523 Participating: 25% Tranquillity Elementary:	District students participating in sports: Total Students: Students participating: 807 Cantua Elementary: All: 79 (Grades 5-8) Participating: 156 Participating %: 100%		District students participating in PE: Total students: Students participating: 1400 Cantua Elementary: All: Participating: 50% San Joaquin Elementary: All: Participating: 50%	District students participating in sports: Total Students: Students participating: Cantua Elementary: Participating %: +55% San Joaquin Elementary: Participating &: +75%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 202 Participating: 15% Helm Elementary: All: 70 Participating: 5% Tranquillity High: All: 383 Participating: 25% Rio Del Rey: (Continuation School) Data Year: 2024 Data Source: New metric Local Indicator Updated to 5th, 7th & 9th grade enrollment (March 2025)	San Joaquin Elementary: All: 235 Participating: 177 Participating %: 100% Tranquillity Elementary: All: 95 Participating: 98 Participating: 100% Helm Elementary: All: 29 Participating: 42 Participating %: 100% Tranquillity High: All: 369 Participating: 160 Participating %: 43.36% Rio Del Rey: (Continuation School) Data Year: 2025 Data Source: New metric Local Indicator October 2024		Tranquillity Elementary: All: Participating: 50% Helm Elementary: All: Participating: 50% Tranquillity High: All: Participating: 40% Rio Del Rey: (Continuation School)	Tranquillity Elementary: All: Participating: +85% Helm Elementary: All: Participating: +95% Tranquillity High: Participating %: +18.36% Rio Del Rey: (Continuation School)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	Student Academics Monitoring: Subgroup Student Progress Monitoring	Student Academic Monitoring Total students: Students receiving academic monitoring 100% is goal Cantua Elementary: All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50% San Joaquin Elementary: All: 50% ELs: 50% 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%	Student Academic Monitoring Total students: Students receiving academic monitoring 100% is goal Cantua Elementary: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% San Joaquin Elementary: 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%		Student Academic Monitoring Total students: Students receiving academic monitoring 100% is the goal Cantua Elementary: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED:100% San Joaquin Elementary: 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%	Student Academic Monitoring Total students: Students receiving academic monitoring 100% is goal Cantua Elementary: All: +50% ELs: +50% Low Income: +50% Hispanic: +50% SPED: +50% San Joaquin Elementary: All: +50% ELs: +50% Low Income: +50% Hispanic: +50% SPED: +50% Tranquillity Elementary: All: +50% ELs: +50% Low Income: +50% Hispanic: +50% SPED: +50% Helm Elementary:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tranquillity High: All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50% 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% Tranquillity High: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Rio Del Rey All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Data Year: 2025 Data Source: Local Indicator		Hispanic: 100% SPED: 100% Tranquillity High: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Rio Del Rey All: 100% ELs:100% Low Income: 100% Hispanic: 100% SPED: 100%	All: +50% ELs: +50% Low Income: +50% Hispanic: +50% SPED: +50% Tranquillity High: All: +50% ELs: +50% Low Income: +50% Hispanic: +50% SPED: +50% Rio Del Rey All: +50% ELs: +50% Low Income: +50% Hispanic: +50% SPED: +50%
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 All Students: 4.27% LI: 3.77%	Golden Plains Unified All Students: 6.97% EL: .71% LI: 6.48% FY: NA SWD: 3.33% LI SWD: N/A LTEL: 2.50% San Joaquin Elementary		LEA Level: All Students: EL: 20% LI: 20% FY: 10% SWD: 15% LI SWD: 10% LTEL: 215% San Joaquin Elementary All Students: LI: 20%	Golden Plains Unified All Students: +1.24% EL: +.71% LI: +.88% FY: NA SWD: +.39% LI SWD: N/A LTEL: +2.50% San Joaquin Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 4.35% LI Hispanic: 3.85% EL: 0% Data Year: 2022-2023 Data Source: CAASPP	All Students: 4.63% LI: 4.85% Hispanic: 4.90% LI Hispanic: 5.15% EL: 0% Data Year: 2023-2024 Data Source: CAASPP		Hispanic:15% LI Hispanic:10% EL:10.6%	All Students: +.36% LI: +1.08% Hispanic: +.55% LI Hispanic: +1.3% EL: +0%
2.19	ELA Distance from Standard	GOLDEN PLAINS UNIFIED 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 SAN JOAQUIN ELEMENTARY All Students: 97.8 DFS LI: 98.6 DFS Hispanic:98.4 DFS EL: 102.2 DFS LI Hispanic: 98.4 DFS Data Year: 2022-2023 Data Source: CA Dashboard	GOLDEN PLAINS UNIFIED All Students: 82.6 DFS EL: 87.4 DFS Hispanic: 82.5 LI: 85.5 DFS FY: * Not available Homeless: 141.4 DFS SWD: 124.7 DFS LI SWD: Not available LTEL: 103.2 SAN JOAQUIN ELEMENTARY All Students: 83.9 DFS LI: 84.7 DFS Hispanic: 83.1 DFS EL: 86.3 DFS LI Hispanic: No data		GOLDEN PLAINS UNIFIED 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 SAN JOAQUIN ELEMENTARY All Students: 0 DFS LI: 0 DFS Hispanic: 0 DFS EL: 10 DFS LI Hispanic: 10 DFS	GOLDEN PLAINS UNIFIED All Students: -1 DFS EL: -.1 DFS Hispanic: -1.1 DFS LI: -4.4 DFS FY: * Not available Homeless: -49.2 DFS SWD: +7.9 DFS LI SWD: Not available LTEL: -5.1 DFS SAN JOAQUIN ELEMENTARY All Students: +13.8 DFS LI: +13.9 DFS Hispanic: +15.3 DFS EL: +15.9 DFS LI Hispanic: +15.3 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-2024 Data Source: CA Dashboard			
2.20	Math Distance from Standard	GOLDEN PLAINS UNIFIED All Students:104.5 DFS 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 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	GOLDEN PLAINS UNIFIED All Students: 96.4 DFS EL: 95.3 DFS Hispanic: 96.5 DFS LI: 100.3 DFS FY: No data SWD: 121.3 DFS LI SWD: Not available LTEL: 116.1 DFS TRANQUILLITY ELEMENTARY All Students: 114.3 DFS LI: 115.4 DFS Hispanic: 114.3 DFS EL: 103.1 DFS LTEL: 116.1 DFS Data Year: 2023-2024 Data Source: CA Dashboard		GOLDEN PLAINS UNIFIED All Students: 60 DFS (revised April 2025 from 104.5) EL: 70 DFS (revised April 2025 from 30) Hispanic: 60 DFS (revised April 2025 from no goal) LI: 60 DFS (revised April 2025 from 15) FY: No data SWD: 90 DFS (revised April 2025 from 70) LI SWD: 100 DFS LTEL: 60 DFS(revised April 2025 from 104.5) TRANQUILLITY ELEMENTARY All Students: 15 DFS LI: 15 DFS Hispanic: 15 DFS EL: 15 DFS	GOLDEN PLAINS UNIFIED All Students: +8.2 DFS EL: +12 DFS Hispanic: +6.8 DFS LI: +4 DFS FY: No data SWD: +19.2 DFS LI SWD: Not available LTEL: +18.4 DFS TRANQUILLITY ELEMENTARY All Students: +28.9 DFS LI: +24 DFS Hispanic: +28.2 DFS EL: +35.4 DFS LTEL: +18.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					LI Hispanic: 15 DFS	
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% Data Year: 2022-2023 Data Source: CA Dashboard	LEA Level: All Students:18.4% prepared LI:18.4% EL: 9.8% FY:NA SPED: 0% Hispanic: 19.8% Tranquility High All students: 21.4% EL : 12.2% Data Year: 2023-2024 Data Source: CA Dashboard		LEA Level: All Students: 75% LI: 75% EL: 75% FY: 70% SPED: 50% Hispanic: 75% Tranquility High All students: 75% EL: 70%	LEA Level: All Students: +1.8 LI: +1.6 EL: +2.1 FY:NA SPED: 0% Hispanic: +2.6 Tranquility High All students: +3.8% EL: +4.1%
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: 2025 Data Source: New metric Local Indicator		GPUSD Instructional Staff & Teachers Academic Instruction: 100% Academic Tier 2 Support: 100% Academic Tier 3 Intervention: 100%	GPUSD Instructional Staff & Teachers Academic Instruction: +75% Academic Tier 2 Support: 90% Academic Tier 3 Intervention: +90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.23	Classroom Observations	GPUSD: Weekly Instructional Rounds 1st Q: 22/88 teachers: 25% 2nd Q: 22/88 teachers: 25% 3rd Q: 22/88 teachers: 25% 4th Q: 22/88 teachers: 25% Data Year: 2024 Data Source: New metric Local Indicator	GPUSD: Weekly Instructional Rounds 1st Q: 100% 2nd Q: 0% 3rd Q: 156% 4th Q: Pending % Data Year: 2025 Data Source: Local Indicator		GPUSD: Weekly Instructional Rounds 1st Q: 100% teachers 2nd Q: 100% teachers 3rd Q: 100% teachers 4th Q: 100% teachers	GPUSD: Weekly Instructional Rounds 1st Q: +75% 2nd Q: -25% 3rd Q: 131% 4th Q: Pending %
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% English Only = (1/19) 5.26%	All Students AP Metric Met: 11/51 AP Spanish: 10/10 AP Calculus AB: 0/14 AP Pre-Calc: 0/7 AP Engl Lit: 0/10 AP CSP: 1/10 All: 21.56% English Learners: Redesignated: (39/51) 76.4%		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% English Only = 20%	All Students AP Metric Met: 11/51 AP Spanish: 100% AP Calculus AB: 0 AP Pre-Calc: 0 AP Engl Lit: 0 AP CSP: 10% All: 21.56% English Learners: Redesignated: -13.07%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner = (1/19) 5.26% Foster Youth: 0% Data Year: 2023 Data Source: DataQuest	English Only: (6/51) 11.76% English Learner: (6/51) 11.76% Foster Youth: 0 Data Year: 2024 Data Source: Local data		English Learner = 75% Foster Youth: 0%	English Only: +6.5% English Learner:+6.5% Foster Youth:0
2.25	All Other Interim Assessments Completed	NA	All Other Interim Assessments Completed (Baseline) K-8 GPUSD Met or Exceeded All: 30% LI: 30% EL: 20% LTEL: 20% FY: 20% Homeless: 20% SWD: 20% Grades 9-12 GPUSD Met or Exceeded		All Other Interim Assessments Completed (Baseline) K-8 GPUSD Met or Exceeded All: 100% LI: 100% EL: 100% LTEL: 100% FY: 100% Homeless: 100% SWD: 100% Grades 9-12 GPUSD Met or Exceeded	All Other Interim Assessments Completed (Baseline 2025) K-8 GPUSD Met or Exceeded All: LI: NA EL: NA LTELs: NA FY: NA Homeless: NA SWD:NA Grades 9-12 GPUSD Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All: 30% LI: 30% EL: 25% LTELs: 20% FY: 25% Homeless: 25% SWD: 20% Data Year: 2025 Data Source: Local Indicator		All: 100% LI: 100% EL: 100% LTELs: 100% FY: 100% Homeless: 100% SWD: 100%	All: NA LI: NA EL: NA LTELs: FY: NA Homeless: NA SWD: NA
2.26	Access to and Enrollment in a Broad Course of Study	Students served in VAPA courses Enrollment 384 All: 134: 34.8% EL: 39: 10.15% LI: NA Data Year: 2023-2024 Data Source: CALPADS Fall 2	Students served in VAPA courses Enrollment: 370 All: 116: 31.35% EL: 35: 9.4% LI: NA Data Year: 2024-2025 Data Source: CALPADS Fall 2		Students served in VAPA courses All: 54% EL: 20% LI: 40%	Students served in VAPA courses All: -3.45% EL: -.75 LI: NA

Goal Analysis [2024-25]

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.

During the 2024-2025 school year, GPUSD implemented an integrated multi-tiered system of support through all of its actions, designed to increase student outcomes in English, Math, English Learner Progress, Science, and the area of College and Career Readiness. Under Action1, the district successfully utilized administrators and staff to observe instruction and provide feedback, align professional development, and monitor student progress to determine the need and effectiveness of Tier 2 and Tier 3 support.

In Action 2 "Academic Tier 2 Support" and Action 3 "Academic Tier 3 Intervention", the Academic Services/Assistant Superintendent (Funds captured in Action 1.2) collaborated with all sites to provide training during pre-service days, early release-time and extra hours for teahers, PLC and trainings on minimum days, based on student needs. Training opportunities were provided in collaboration with site and district administrative staff, and supported through partnerships with consultants from outside agencies and GPUSD academic coaches. The Director of Academic Services/Assistant Superintendent oversaw the regular administration of interim assessments and benchmarks to identify the specific needs of EL, FY and FY students. The Director of Academic Services/Assistant Superintendent allowed English Learners, Low Income, and FY to bridge the achievement gap by determining their unique needs and aligning district resources to their needs. (.5) Counselors at THS and an elementary counselor addressed the unique needs of EL, LI, and FY students by aligning them with additional tutoring focused on their learning gaps, as indicated by metrics. They connected them with Tier 2 and 3 intervention coaches who specifically targeted and addressed their learning gaps, according to the metrics provided. (8) Instructional Aides at all sites improved the unique needs of these students through small group instruction tailored to their specific learning needs indicated by the metrics. Instructional aides provided Tier 2 push-in supports and increased access and provided just-in-time instruction to ensure students could access grade-level coursework and standards. The four (4) librarians supported basic math and reading skills by offering supplemental library books tailored to address students' specific needs, such as decoding skills and leveled readers. Through monitoring of student progress, librarians provided appropriate reading materials that cater to individual learning requirements, which fostered improvement in basic reading skills. Supplemental materials met the unique needs of these students once GPUSD instructed and assessed them because these materials addressed their specific learning gaps. Action 7 Special Education Program aligned with Tier 3 intervention. This action supported students in need of individualized Tier 3 instruction by providing them with learning opportunities with trained instructors and aides.

In Action 4, GPUSD established a program for English Learners and Long Term English Learners which aligned with the district's English Learner Plan. Highly qualified experienced ELD instructors addressed the language development needs of ELs and LTELs, with the intent to increase college and career readiness for seniors. Instructional aides and materials were provided as well as professional development on the EL standards. Action 5, CTE and Action 9, Agriculture, created programs at the high school designed to increase college and career readiness. Highly qualified teachers were provided in CTE and Ag, and supplemental materials and supplies, contributed to students' access to CTE and Ag standards as well as the opportunity for project-based learning. Professional development allowed young and inexperienced teachers to excel. As a result, the number of students in these programs increased.

Action 6, STEAM, and Acton 8, Visual and Performing Arts, established programs that increased access to a broad course of study both at the high school and elementary level. A highly qualified STEAM instructor built interest in the STEAM program using robotics at the elementary level while a new science instructor provided students exceptional instruction in science at the high school level. New musical instruments allowed the music departments to offer more instruction to students, and science students conducted additional experiments through hands-on learning.

Action 9, Agriculture Program increased access to a broad course of study and provided learning experiences that were relevant to future careers in agriculture. A highly qualified AG teacher began a floral design class that attracted additional students into ROP/CTE. Students learned to construct flower arrangements and sold them to staff and the community, gaining entrepreneurial experience.

Action 10, Athletic program, and Action 11, Lower class, allowed more student participation in small-group instruction. GPUSD hired two PE TOSAs, who were athletic coaches, for the elementary schools so that students gained improved instruction in PE. Lower class size allowed

highly qualified teachers to lower class size and provide students the opportunity to get individualized instruction in small groups. Both these actions worked as planned.

Finally, targeted actions 12 through 14, provided the highly qualified teachers, and counselors, as well as professional development that was needed for improvement in ELA, Math and CCI. Classified staff supported small group instruction and provided additional tutoring based on the unique needs of the identified groups. Additional reinforcement of tier-one instruction was provided ensuring students have the necessary skills to be successful. Professional Development supported literacy strategies. In addition, training helped staff use culturally responsive practices and materials to better connect with the identified student groups. The counselor monitored state and local data and determined academic needs. The counselor met with identified students to set goals, and provide academic guidance to students and their families. Professional development, tutoring, and classified staff supported literacy and provided additional support for EL, LI, and LI Hispanic students.

Successes: (1) In Goal 2, Academic Tier 2 Support and Action 3 Academic Tier 3 Intervention, GPUSD effectively implemented its Multi-tiered system of academic support at two schools. Teachers provided 1st best instruction, using regular benchmark assessments. After a review of benchmark data, students were provided the appropriate support at Tier 2 or Tier 3. Counselors guided students toward their academic goals, ensuring they received a broad course of study and that they were A-G ready.

Challenges: (1) GPUSD struggles to implement Goal 2, Academic Tier 2 Support and Action 3 Academic Tier 3 Intervention effectively at all sites. Site leaders struggle to prioritize the MTSS system or need additional training on how to implement the MTSS process.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

Thirteen actions were included in LCAP Goal 2.

Goal 2, Action 1: Exceptional Academic Instruction & Goal 2, Action 2: Academic Tier 2 Support.
Effectiveness of Actions: Somewhat Effective
Student Groups: All students, EL, FY, LI
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

CAASPP ELA (Metric 2.1)
All students: 2.2% decrease from 21.66% to 19.44%
English Learners: 1.06% decrease from 9.53% to 8.47%

Low-Income: 2.65% decrease from 21.87% to 19.22%
Foster Youth:Not available

CAASPP Math (Metric 2.2)
All students: 3.34% increase from 15.85% to 19.19%
English Learners: 2.08% increase from 10.35% to 12.43%
Low-Income: 3.79% increase from 15.40% to 19.19%
Foster Youth:Not available

EL Progress (Metric 2.4)
Reclassification rate: 3% increase from 4% to 7%

K-12 ELA Interim Assessments:
All students: Increased 10% from 20% to 30%
English Learners: Increased 10% from 20% to 30%
Low-Income: Increased 10% from 15% to 25%
Foster Youth: Increased 5% from 20% to 25%
Homeless: Increase 5% from 20% to 25%

K-12 Math Interim Assessments:
All students: Increased 15% from 15% to 30%
English Learners: Increased 15% from 5% to 20%
Low-Income: Increased 15% from 15% to 30%
Foster Youth: Increased 5% from 15% to 20%
Homeless:

K-12 ELD Interim Assessments:
English Learners: Increased 5% from 5% to 10%
LTEL: Baseline 24-25

EDUCATION PARTNER INPUT:
63% agreed GPUSD is doing a good job with EL and Long Term EL Progress
49% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement

Analysis Statement:
Based on the 2023-2024 Dashboard, GPUSD students demonstrated good improvement in Math, but took a small step back in English with English Learners still not showing strong gains. The percentage of students meeting or exceeding standards fell 2.2% from 21.66%. English Learners who started low at 9.53% meeting or exceeding standards dropped 1.06%. Low-income students experienced a similar drop 2.65% from 21.87%. English Learners were mired below 10% meets or exceeds standards despite dropping only 1.06%. Foster Youth scores were not available. Math results were more positive. All students rose 3.34% to 19.19% met or exceeded standards. GPUSD entered orange in

all categories, and English Learners earned 2.08% growth to reach 12.43% meets or exceeds. Low-income students surpassed all students in growth with 3.79%, achieving 19.19% meets or exceeds standards. In great news for English Learners, English Learns almost doubled their reclassification rate to 7% from 4%. It appears that 63% of ed partner input was correct in its view of EL progress. Interim Assessments were completed this year; however, the data was not ready for analysis. GPUSD will continue to provide administrators and staff as found in Action 2.1. Site administrators conducted observational rounds that ensured ELA and math standards were taught. As instructional leaders, the principals collected and reviewed weekly lesson plans and ensured they included academic language and corresponding standards. They along with instructors monitored students' progress on state summative tests and college and career readiness and held regular data chats. The Director of Academic Services/Assistant Superintendent in action 2.2 coordinated with sites to provide training and implemented a robust summer school program. The director/assistant Superintendent coordinated with outside service providers for professional development to enhance teacher efficacy. Counselors, in Action 2.2, addressed the unique needs of ELs and low-income students by aligning them with tutoring and other academic programs. To provide students additional academic support, Librarians and instructional aides found in Action 2.2 assisted with how to check out books and complete assignments.

Goal 2, Action 3: Academic Tier 3 Intervention.
Effectiveness of Actions: Somewhat Effective
Student Groups: All students, EL, FY, LI
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

CAASPP ELA (Metric 2.1)
All students: 2.2% decrease from 21.66% to 19.44%
English Learners: 1.06% decrease from 9.53% to 8.47%
Low-Income: 2.65% decrease from 21.87% to 19.22%
Foster Youth:Not available

CAASPP Math (Metric 2.2)
All students: 3.34% increase from 15.85% to 19.19%
English Learners: 2.08% increase from 10.35% to 12.43%
Low-Income: 3.79% increase from 15.40% to 19.19%
Foster Youth:Not available

EL Progress (Metric 2.4)
Reclassification rate: 3% from 4% to 7%

K-12 ELA Interim Assessments (Metric 2.7):
All students: Increased 10% from 20% to 30%
English Learners: Increased 10% from 20% to 30%
Low-Income: Increased 10% from 15% to 25%
Foster Youth: Increased 5% from 20% to 25%
Homeless: Increase 5% from 20% to 25%

K-12 Math Interim Assessments (Metric 2.8):
All students: Increased 15% from 15% to 30%
English Learners: Increased 15% from 5% to 20%
Low-Income: Increased 15% from 15% to 30%
Foster Youth: Increased 5% from 15% to 20%
Homeless:

K-12 ELD Interim Assessments: (Metric 2.9):
English Learners: Increased 5% from 5% to 10%
LTEL: Baseline 24-25

EDUCATION PARTNER INPUT:
63% agreed GPUSD is doing a good job with EL and Long Term EL Progress
49% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement

Analysis Statement:
Based on the 2023-2024 Dashboard, GPUSD students demonstrated good improvement in Math, but took a small step back in English with English Learners still not showing strong gains. The percentage of students meeting or exceeding standards fell 2.2% from 21.66%. English Learners who started low at 9.53% meeting or exceeding standards dropped 1.06%. Low-income students experienced a similar drop 2.65% from 21.87%. English Learners were mired below 10% meets or exceeds standards despite dropping only 1.06%. Foster Youth scores were not available. Math results were more positive. All students rose 3.34% to 19.19% met or exceeded standards. GPUSD entered orange in all categories, and English Learners earned 2.08% growth to reach 12.43% meets or exceeds. Low-income students surpassed all students in growth with 3.79%, achieving 19.19% meets or exceeds standards. In great news for English Learners, English Learns almost doubled their reclassification rate to 7% from 4%. It appears that 63% of ed partner input was correct in its view of EL progress. Interim Assessments were completed this year; however, the data was not ready for analysis. Tier 3 intervention teachers and instructional aides in Action 2.3 supported students who struggled throughout the year. Instructional leaders monitored Tier 3 instruction and the assignment of students within Tier 3. When students were ready to move out of tier 3, instructional leaders guided the transition. Site administrators conducted observational rounds to ensure that ELA and math standards were implemented in Tier 3 and to identify teacher need for professional development.

Goal 2, Action 4: English Learner & Long Term English Learner Program (2107).
Effectiveness of Actions: Somewhat Effective
Student Groups: English Learners and Long Term English Learners
Metrics: 2.1 & 2.2 ELA & 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.

CAASPP ELA (Metric 2.1)
English Learners: 1.06% decrease from 9.53% to 8.47%
Long-Term English Learners: .72% decrease from 4.46% to 3.74%

CAASPP Math (Metric 2.2)
English Learners: 2.08% increase from 10.35% to 12.43%
Long-Term English Learners: 5.86% increase from 4.42% to 10.28%

English Learner Progress (Metric 2.3)
English Learners: decreased .5% from 38.5% to 38%
LTELs: increased 3% from 47.2% to 50.2%

EL Progress (Metric 2.4)
Reclassification rate: 3% from 4% to 7%

K-12 ELA Interim Assessments (Metric 2.7)
English Learners: +10% increase from 15% to 25%

K-12 Math Interim Assessments (Metric 2.8)
English Learners: 15% increase from 5% to 20%

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: 5% from 5% to 10%

Graduation Rate (Metric 2.13)
English Learners: Increased 19.1% from 73% to 92.3%
Long Term English Learners: Increased 13.5% from 80% to 93.5%

CCI Indicator (Metric 2.21)
English Learners: Increased 2.1% from 7.7% to 9.8%
Long Term English Learners: decreased 2.3% from 8.8% to 6.5%

CCI Indicator Tranquillity High School
ELs: Increased 4.1% from 8.1% to 12.2%
LTELs: Increased 1% from 7.3% to 8.3%

EDUCATION PARTNER INPUT:
63% agreed GPUSD is doing a good job with EL and Long Term EL Progress
49% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement
45.8% agreed GPUSD is doing a good job with College and Career Readiness

Analysis Statement:

Based on the 2023-2024 Dashboard and other indicators, GPUSD English Learners were an enigma, scoring lower in ELA than Math on the CAASPP 2024 exam. English Learners, who started low at 9.53% meeting or exceeding standards, dropped 1.06%. On the other hand, English Learners earned 2.08% growth to reach 12.43% meets or exceeds in Math. In great news for English Learners, English Learners almost doubled their reclassification rate to 7% from 4%. English Learners saw a remarkable 19.1% gain in the graduation rate, and despite weak ELA scores, their college and career readiness improved 2.1%. Long Term English Learners achieved better than English Learners in ELA and Math. In ELA, LTELs only decreased .72% to 3.74%. In math, LTELs, increased 5.86% to 10.28%. Interim Assessments were completed this year; however, the data was not ready for analysis. On the CCI Indicator, ELs increased 2.1% from 7.7% to 9.8%; LTTELs decreased 2.3% from 8.8% to 6.5%. At Tranquillity High School. ELs increased 4.1% from 8.1% to 12.2%; LTELs increased 1% from 7.3% to 8.3%. GPUSD was somewhat effective with implementing the EL plan and will continue with it. Highly qualified ELD teachers and aides were provided in Action 2.4.   Teachers and aides provided integrated and designated ELD with the help of ELD instructional aides. GPUSD will also continue to provide supplemental ELD materials when appropriate.

Goal 2, Action 5: Career & Technical Education Program.
Student Groups: All students, EL
Effectiveness of Actions: Effective
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

CAASPP ELA (Metric 2.1)
English Learners: 1.06% decrease from 9.53% to 8.47%

CAASPP Math (Metric 2.2)
English Learners: 2.08% increase from 10.35% to 12.43%

English Learner Progress (Metric 2.3)
English Learners: decreased .5% from 38.5% to 38%
LTELs: increased 3% from 47.2% to 50.2%

EL Progress (Metric 2.4)
Reclassification rate: 3% from 4% to 7%

K-12 ELA Interim Assessments (Metric 2.7)
English Learners: +10% increase from 15% to 25%

K-12 Math Interim Assessments (Metric 2.8)
English Learners: 15% increase from 5% to 20%

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: 5% from 5% to 10%

Graduation Rate (Metric 2.13)
English Learners: Increased 19.1% from 73% to 92.3%

CCI Indicator (Metric 2.21)
English Learners: Increased 2.1% from 7.7% to 9.8%

CCI Indicator Tranquillity High School
ELs: Increased 4.1% from 8.1% to 12.2%
LTELs: Increased 1% from 7.3% to 8.3%

EDUCATION PARTNER INPUT:
63% agreed GPUSD is doing a good job with EL and Long Term EL Progress
49% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement
45.8% agreed GPUSd is ding a good job with College and Career Readiness

Analysis Statement:
Based on the 2023-2024 Dashboard and other indicators, GPUSD English Learners as mentioned earlier were an enigma, scoring lower in ELA than Math on the CAASPP 2024 exam. English Learners, who started low at 9.53% meeting or exceeding standards, dropped 1.06%. On the other hand, English Learners earned 2.08% growth to reach 12.43% meets or exceeds in Math. In great news for English Learners, English Learners almost doubled their reclassification rate to 7% from 4%. English Learners saw a remarkable 19.1% gain in the graduation rate, and despite weak ELA scores, their college and career readiness improved 2.1%. Long Term English Learners achieved better than English Learners in ELA and Math. In ELA, LTELs only decreased .72% to 3.74%. In math, LTELs, increased 5.86% to 10.28%. Interim Assessments were completed this year; however, the data was not ready for analysis. On the CCI Indicator, ELs increased 2.1% from 7.7% to 9.8%; LTTELs decreased 2.3% from 8.8% to 6.5%. At Tranquillity High School. ELs increased 4.1% from 8.1% to 12.2%; LTELs increased 1% from 7.3% to 8.3%. GPUSD somewhat effectively implemented the CTE program, and will continue with it because the hands-on learning and project-based learning should provide English Learners great opportunities to improve their language skills leading to increased achievement in all pertinent metrics.

Goal 2, Action 6: Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111).
Student Groups: All students, EL, FY, LI
Effectiveness of Actions: Effective
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.

CAASPP ELA (Metric 2.1)
All students: 2.2% decrease from 21.66% to 19.44%
English Learners: 1.06% decrease from 9.53% to 8.47%
Low-Income: 2.65% decrease from 21.87% to 19.22%
Foster Youth:Not available

CAASPP Math (Metric 2.2)
All students: 3.34% increase from 15.85% to 19.19%
English Learners: 2.08% increase from 10.35% to 12.43%
Low-Income: 3.79% increase from 15.40% to 19.19%
Foster Youth:Not available

CAST Science (Metric 2.18)
All students: Increased 1.24% from 5.73% to 6.97%
English Learners: Increased .71% from 0 to .71%
Low-Income: Increased .88% from 5.6% to 6.48%
Foster Youth:Not available

English Learner Progress (Metric 2.3)
English Learners: decreased .5% from 38.5% to 38%
LTELs: increased 3% from 47.2% to 50.2%

EL Progress (Metric 2.4)
Reclassification rate: 3% from 4% to 7%

K-12 ELA Interim Assessments (Metric 2.7)
All students: Increased 10% from 20% to 30%
English Learners: Increased 10% from 20% to 30%
Low-Income: Increased 10% from 15% to 25%
Foster Youth: Increased 5% from 20% to 25%
Homeless: Increase 5% from 20% to 25%

K-12 Math Interim Assessments (Metric 2.8)
All students: Increased 15% from 15% to 30%
English Learners: Increased 15% from 5% to 20%
Low-Income: Increased 15% from 15% to 30%
Foster Youth: Increased 5% from 15% to 20%
Homeless:

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Increased 5% from 5% to 10%
LTEL: Baseline 24-25

EDUCATION PARTNER INPUT:
63% agreed GPUSD is doing a good job with EL and Long Term EL Progress
49% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement

45.8% agreed GPUSd is ding a good job with College and Career Readiness

Based on the 2023-2024 Dashboard, GPUSD students demonstrated good improvement in Math, but took a small step back in English with English Learners still not showing strong gains. The percentage of students meeting or exceeding standards fell 2.2% from 21.66%. English Learners who started low at 9.53% meeting or exceeding standards dropped 1.06%. Low-income students experienced a similar drop 2.65% from 21.87%. English Learners were mired below 10% meets or exceeds standards despite dropping only 1.06%. Foster Youth scores were not available. Math results were more positive. All students rose 3.34% to 19.19% met or exceeded standards. GPUSD entered orange in all categories, and English Learners earned 2.08% growth to reach 12.43% meets or exceeds. Low-income students surpassed all students in growth with 3.79%, achieving 19.19% meets or exceeds standards. On the CAST Science test, GPUSD lags far behind the CA state average in all categories. All students scored 6.96% met or exceeds; ELs, .71% up from 0; and LI, 6.48%. In great news for English Learners, English Learns almost doubled the reclassification rate to 7% from 4%. It appears that 63% of ed partner input was correct in its view of EL progress. GPUSD will continue to focus on providing tier 1 and tier 2 instruction for GPUSD. Interim Assessments were very positive. They showed all students increasing to 30% in both ELA and Math. ELs increased 10% in ELA to 30%; 15%, in math to 20%. Low Income students increased 10% in ELA and 15% in math. Foster Youth and Homeless also progressed about 10% in both ELA and math. GPUSD provided a STEAM instructor in Action 2.6, which was funded through another resource. GPUSD provided STEAM materials this year, such as robotics and computers, which engaged students on how to code and program their robots. Students were provided an interactive and engaging STEAM experience that contributed toward bridging the achievement gap in English language development and math.

Goal 2, Action 7: Special Education Program.
Effectiveness of Actions: Effective
Student Groups: SWD
Metrics: SWD

CAASPP ELA (Metric 2.1)
All students: 2.2% decrease from 21.66% to 19.44%
English Learners: 1.06% decrease from 9.53% to 8.47%
Low-Income: 2.65% decrease from 21.87% to 19.22%
Foster Youth:Not available
SWD: 10.48% increase from 8.96% to 19.44%

CAASPP Math (Metric 2.2)
All students: 3.34% increase from 15.85% to 19.19%
English Learners: 2.08% increase from 10.35% to 12.43%
Low-Income: 3.79% increase from 15.40% to 19.19%
Foster Youth:Not available
SWD: 2.87% decrease from 22.06% to 19.19%

Graduation Rate (Metric 2.13)
All students: Increased 9.1% from 85.7% to 94.8%

English Learners: Increased 19.1% from 73% to 92.3%
Low-Income: Increased 9.2% from 85.6% to 94.8%
Foster Youth: NA
SWD: 28% from 53.8% to 81.80%

CCI Indicator (Metric 2.21)
All students: Increased 1.8% from 16.7% to 18.4%
English Learners: Increased 2.1% from 7.7% to 9.8%
Low-Income: Increased 1.6% from 16.8% to 18.4%
Foster Youth: Not Available
SWD: 0% from 0% to 0%

Analysis Statement:
Based on the 2023-2024 Dashboard, SWD demonstrated good improvement in Math, but took a big step forward in English. The percentage of SWD meeting or exceeding standards in ELA rose an amazing 10.48% to 19.44%. Math results were also positive. SWD rose 2.87% to 19.19% met or exceeded standards. SWD also enjoyed success with a 28% increase in their graduation rate while college and career readiness was out of reach for all SWD. GPUSD provided an administrator, teachers, aides, and instructional materials in action 2.7. The administrator conducted observational rounds to ensure that ELA and math standards were taught in classrooms that serve SWD. The highly qualified special education teachers provided SWD individual instruction on a daily basis. The administration and staff will continue to monitor SWD's progress and provide essential support when needed.

Goal 2, Action 8: Visual and Performing Arts Program.
Effectiveness of Actions: Somewhat Effective
Student Groups: All students, EL, FY, LI
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

CAASPP ELA (Metric 2.1)
All students: 2.2% decrease from 21.66% to 19.44%
English Learners: 1.06% decrease from 9.53% to 8.47%
Low-Income: 2.65% decrease from 21.87% to 19.22%
Foster Youth:Not available

English Learner Progress (Metric 2.3)
English Learners: decreased .5% from 38.5% to 38%
LTELs: increased 3% from 47.2% to 50.2%

EL Progress (Metric 2.4)
Reclassification rate: 3% from 4% to 7%

K-12 ELA Interim Assessments (Metric 2.7)
All students: Increased 10% from 20% to 30%
English Learners: Increased 10% from 20% to 30%
Low-Income: Increased 10% from 15% to 25%
Foster Youth: Increased 5% from 20% to 25%
Homeless: Increase 5% from 20% to 25%

K-12 Math Interim Assessments (Metric 2.8)
All students: Increased 15% from 15% to 30%
English Learners: Increased 15% from 5% to 20%
Low-Income: Increased 15% from 15% to 30%
Foster Youth: Increased 5% from 15% to 20%
Homeless:

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Increased 5% from 5% to 10%
LTEL: Baseline 24-25

A-G Completion (Metric 2.10)
All students: decreased 2.3% from 37.5% to 35.2%
English Learners: increased 1.7% from 26% to 27.7%
Low-Income: decreased 2.3% from 37.5% to 35.2%
Foster Youth: No data.

CCI Indicator (Metric 2.21)
All students: Increased 1.8% from 16.7% to 18.4%
English Learners: Increased 2.1% from 7.7% to 9.8%
Low-Income: Increased 1.6% from 16.8% to 18.4%
Foster Youth: Not Available

Attendance Rates (Metric 3.2)
All Students: .3% increase from 91.6% to 91.9%
English Learners: Not Available
Foster Youth: Not Available
Low Income: Not Available

Chronic Absenteeism (Metric 3.3)
All Students: decreased 5.9% from 31% to 25.2%
English Learners: decreased 5.3% from 27% to 21.7%
Foster Youth: Not available

Low Income: decreased 5.9% from 31.8% to 25.9%

EDUCATION PARTNER INPUT:
63% agreed GPUSD is doing a good job with EL and Long Term EL Progress
49% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement
45.8% agreed GPUSd is doing a good job with College and Career Readiness

Analysis Statement:
Based on the 2023-2024 Dashboard, GPUSD students demonstrated good improvement in Math, but took a small step back in English with English Learners still not showing strong gains. The percentage of students meeting or exceeding standards fell 2.2% from 21.66%. English Learners who started low at 9.53% meeting or exceeding standards dropped 1.06%. Low-income students experienced a similar drop 2.65% from 21.87%. English Learners were mired below 10% meets or exceeds standards despite dropping only 1.06%. Foster Youth scores were not available. Math results were more positive. All students rose 3.34% to 19.19% met or exceeded standards. GPUSD entered orange in all categories, and English Learners earned 2.08% growth to reach 12.43% meets or exceeds. Low-income students surpassed all students in growth with 3.79%, achieving 19.19% meets or exceeds standards. In great news for English Learners, English Learners almost doubled their reclassification rate to 7% from 4%. It appears that 63% of ed partner input was correct in its view of EL progress. GPUSD will continue to focus on providing tier 1 and tier 2 instruction for GPUSD. Interim Assessments were very positive. They showed all students increasing to 30% in both ELA and Math. ELs increased 10% in ELA to 30%; 15%, in math to 20%.   Low Income students increased 10% in ELA and 15% in math. Foster Youth and Homeless also progressed about 10% in both ELA and math. The College and Career indicator remained low for all students at 18.4% which was the same for Low-Income students. English Learners increased 2.1% to 9.8%. GPUSD engagement was up by year's end. All student attendance edged up slightly .3% to 91.9% and Chronic absence declined 5.9% for the second consecutive year. Improved instruction helped. VAPA instructors used daily classroom CFU to address student learning gaps among EL, LI, and FY students. After professional development, teachers were able to provide tier 2 intervention in integrated ELA instruction. Through these actions, ELs, LIs, and FYs were able to build foundational skills, build confidence, and increase interest in VAPA. In addition, in Action 2.8, the purchase of VAPA materials and supplies allowed students to practice on up-to-date musical instruments. English Learners, Low-Income, and Foster Youth struggled to bridge the achievement GAP in GPUSD; however, they were able to bridge the engagement gaps in attendance and chronic absence.

Goal 2, Action 9: Agriculture Program.
Effectiveness of Actions: Effective
Student Groups: All students, EL, FY, LI
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.

CAASPP ELA (Metric 2.1)
All students: 2.2% decrease from 21.66% to 19.44%
English Learners: 1.06% decrease from 9.53% to 8.47%
Low-Income: 2.65% decrease from 21.87% to 19.22%
Foster Youth:Not available

CAASPP Math (Metric 2.2)
All students: 3.34% increase from 15.85% to 19.19%
English Learners: 2.08% increase from 10.35% to 12.43%
Low-Income: 3.79% increase from 15.40% to 19.19%
Foster Youth:Not available

CAST Science (Metric 2.18)
All students: Increased 1.24% from 5.73% to 6.97%
English Learners: Increased .71% from 0 to .71%
Low-Income: Increased .88% from 5.6% to 6.48%
Foster Youth:Not available

English Learner Progress (Metric 2.3)
English Learners: decreased .5% from 38.5% to 38%
LTELs: increased 3% from 47.2% to 50.2%

EL Progress (Metric 2.4)
Reclassification rate: Pending

K-12 ELA Interim Assessments (Metric 2.7)
All students: Increased 10% from 20% to 30%
English Learners: Increased 10% from 20% to 30%
Low-Income: Increased 10% from 15% to 25%
Foster Youth: Increased 5% from 20% to 25%
Homeless: Increase 5% from 20% to 25%

K-12 Math Interim Assessments (Metric 2.8)
All students: Increased 15% from 15% to 30%
English Learners: Increased 15% from 5% to 20%
Low-Income: Increased 15% from 15% to 30%
Foster Youth: Increased 5% from 15% to 20%
Homeless:

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Increased 5% from 5% to 10%
LTEL: Baseline 24-25

Attendance Rates (Metric 3.2)
All Students: Pending P2
English Learners: Pending P2

Foster Youth: Pending P2
Low Income: Pending P2

Chronic Absenteeism (Metric 3.3)
All Students: decreased 5.9% from 31% to 25.2%
English Learners: decreased 5.3% from 27% to 21.7%
Foster Youth: Not available
Low Income: decreased 5.9% from 31.8% to 25.9%

Analysis Statement:
Based on the 2023-2024 Dashboard, GPUSD students demonstrated good improvement in Math, but took a small step back in English with English Learners still not showing strong gains. The percentage of students meeting or exceeding standards fell 2.2% from 21.66%. English Learners who started low at 9.53% meeting or exceeding standards dropped 1.06%. Low-income students experienced a similar drop 2.65% from 21.87%. English Learners were mired below 10% meets or exceeds standards despite dropping only 1.06%. Foster Youth scores were not available. Math results were more positive. All students rose 3.34% to 19.19% met or exceeded standards. GPUSD entered orange in all categories, and English Learners earned 2.08% growth to reach 12.43% meets or exceeds. Low-income students surpassed all students in growth with 3.79%, achieving 19.19% meets or exceeds standards. On the CAST Science test, GPUSD lags far behind the CA state average in all categories.   All students scored 6.96% met or exceeds; ELs, .71% up from 0; and LI, 6.48%. In great news for English Learners, English Learns almost doubled the reclassification rate to 7% from 4%. In great news for English Learners, English Learners almost doubled their reclassification rate to 7% from 4%. It appears that 63% of ed partner input was correct in its view of EL progress. GPUSD will continue to focus on providing tier 1 and tier 2 instruction for GPUSD. Interim Assessments were very positive. They showed all students increasing to 30% in both ELA and Math. ELs increased 10% in ELA to 30%; 15%, in math to 20%. Low Income students increased 10% in ELA and 15% in math. Foster Youth and Homeless also progressed about 10% in both ELA and math. GPUSD engagement was up by year's end. All student attendance edged up slightly .3% to 91.9% and Chronic absence declined 5.9% for the second consecutive year. Improved instruction helped. Additional agriculture instructors used daily classroom CFU and interim assessment data and determined how to address student learning gaps among EL, LI, and FY students. Teachers received professional development to provide Tier 2 intervention and integrate ELA through interactive learning modalities. Teachers Integrated ELA into lessons and enabled these students to bridge learning gaps. Students built foundational skills, boosted their confidence, and increased their interest in pursuing advanced studies and careers in agriculture. A Teacher on Special Assignment (TOSA) collaborated with education partners and worked with teachers to evaluate the effectiveness of the Ag program in meeting the needs of EL, FY, and LI students. The TOSA continuously assessed and refined the program based on specific criteria and student feedback.

Goal 2, Action 10: Athletics Program.
Effectiveness of Actions: Somewhat Effective
Student Groups: All students, EL, FY, LI
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.
GPUSD expects that EL, Low-Income, Hispanic, and Foster Youth student scores on interim PE assessments and state physical fitness tests will increase.

Physical Fitness Test (2.16)

All sites: 100% participation

CCI Indicator (Metric 2.21)
All students: Increased 1.8% from 16.7% to 18.4%
English Learners: Increased 2.1% from 7.7% to 9.8%
Low-Income: Increased 1.6% from 16.8% to 18.4%
Foster Youth: Not Available

English Learner Progress (Metric 2.3)
English Learners: decreased .5% from 38.5% to 38%
LTELs: increased 3% from 47.2% to 50.2%

EL Progress (Metric 2.4)
Reclassification rate: Increased 3% from 4% to 7%
Attendance Rates (Metric 3.2)
All Students: Pending P2
English Learners: Pending P2
Foster Youth: Pending P2
Low Income: Pending P2

Chronic Absenteeism (Metric 3.3)
All Students: decreased 5.9% from 31% to 25.2%
English Learners: decreased 5.3% from 27% to 21.7%
Foster Youth: Not available
Low Income: decreased 5.9% from 31.8% to 25.9%

Analysis Statement:
Based on the 2023-2024 Indicators, GPUSD students demonstrated that physical education is a great way to develop language and increase student engagement. First, All 5th, 7th, and 9th-grade students took the summative test. Unfortunately, the College and Career indicator remained low for all students at 18.4% which was the same for Low-Income students. English Learners, however, increased 2.1% to 9.8%. In great news for English Learners, English Learners almost doubled their reclassification rate to 7% from 4%. In addition, GPUSD engagement was up by year's end. Chronic absence declined 5.9% for the second consecutive year, indicating the athletics program helped student academics and engagement. Additional PE teachers were added in Action 10. Teachers used daily classroom CFU to determine how to address student learning gaps among EL, LI, and FY students. Professional development allowed teachers to provide tier 2 intervention in integrated ELA, by using academic language while instructing in PE. Students also used this language, to practice language development. Additional PE teachers tracked student progress and contacted parents when students struggled. Staff used materials and supplies to enhance PE instruction with instructional aides. Through this action, GPUSD was able to bridge the achievement gap for English Learners, Low-Income, and Foster Youth. English Learners, Low-Income, and Foster Youth struggled to bridge the achievement GAP in GPUSD; however, they were able to bridge the engagement gap in chronic absence.

Goal 2, Action 11: Lower class size
Effectiveness of Actions: Effective
Student Groups: All students, EL, FY, LI
Metrics: 2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI) 1.1: Highly Qualified Teachers 2.3: EL Progress 2.4: Reclassification Rate
2.7-2.9 (all students, EL, FY, LI) Educational Partner Input.

CAASPP ELA (Metric 2.1)
All students: 2.2% decrease from 21.66% to 19.44%
English Learners: 1.06% decrease from 9.53% to 8.47%
Low-Income: 2.65% decrease from 21.87% to 19.22%
Foster Youth:Not available

CAASPP Math (Metric 2.2)
All students: 3.34% increase from 15.85% to 19.19%
English Learners: 2.08% increase from 10.35% to 12.43%
Low-Income: 3.79% increase from 15.40% to 19.19%
Foster Youth:Not available

Highly Qualified Teachers (Metric 1.1)
Clear: No difference 78%
Out-of-Field: No difference 0
Intern: No difference 7.1%
Ineffective: No difference 14%
Unknown: No difference 0

Based on the 2023-2024 Dashboard, GPUSD students demonstrated good improvement in Math, but took a small step back in English with English Learners still not showing strong gains. The percentage of students meeting or exceeding standards fell 2.2% from 21.66%. English Learners who started low at 9.53% meeting or exceeding standards dropped 1.06%. Low-income students experienced a similar drop 2.65% from 21.87%. English Learners were mired below 10% meets or exceeds standards despite dropping only 1.06%. Foster Youth scores were not available. Math results were more positive. All students rose 3.34% to 19.19% met or exceeded standards. GPUSD entered orange in all categories, and English Learners earned 2.08% growth to reach 12.43% meets or exceeds. Low-income students surpassed all students in growth with 3.79%, achieving 19.19% meets or exceeds standards. The number of highly qualified teachers remained the same for GPUSD; however, GPUSD provided certificated personnel through Action 11 to reduce class size. These additional teachers provided meaningful individualized instruction. To help bridge the gap for English Learners, Low-Income, and Foster Youth, these additional teachers provided increased language support, scaffolding, and targeted instruction to fill learning gaps in foundational reading, basic, math, and language acquisition groups. Through the LREB Grant, the added teacher helped provide students additional opportunities for individual attention in ELA and Math. English Learners, Low-Income, and Foster Youth struggled to bridge the achievement GAP in GPUSD; however, they were able to bridge the engagement gaps at San Joaquin and Tranquillity.

Goal 2, Action 12: Targeted ELA Academic Support. SAN JOAQUIN ELEMENTARY SCHOOL

Effectiveness of Actions: Effective
Student Groups: All students, EL, FY, LI
Metrics: San Joaquin Elementary All Students, 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

CAASPP ELA (Metric 2.1) SJES
All students: 2.24% increase from 17.4% to 19.64%
English Learners: .18% decrease from 10.6% to 10.42%
Low-Income: 2.49% increase from 17.2% to 19.69%
Hispanic: Increased 2.16% from 17.28% to 19.44%
LI Hispanic: Increased 2.23% from 17.1% to 19.44%

ELA Distance from Standard (Metric 2.19) SJES
All students: decreased 13.8% from 97.8 DFS to 83.9 DFS
English Learners: decreased 15.9 DFS from 102.22 DFS to 86.3 DFS
Low Income: decreased 13.9% from 98.6 DFS to 84.7 DFS
Hispanic: decreased 15.3 DFS from 98.4 DFS to 83.1 DFS
Low Income Hispanic: decreased 15.3 DFS from 98.4 DFS to 83.1 DFS

English Learner Progress (Metric 2.3) Yellow
San Joaquin EL progress: increased 5% from 36% to 41%, earning SJ a Yellow grade.
70 LTELs: increased a whopping 25.3% from 46.1% to 71.4%

EL Progress (Metric 2.4)
Reclassification rate: Greater than district 7%

K-12 ELA Interim Assessments (Metric 2.7)
All students: Increased 10% from 20% to 30%
English Learners: Increased 10% from 20% to 30%
Low-Income: Increased 10% from 15% to 25%
Foster Youth: Increased 5% from 20% to 25%
Homeless: Increase 5% from 20% to 25%

K-12 Math Interim Assessments (Metric 2.8)
All students: Increased 15% from 15% to 30%
English Learners: Increased 15% from 5% to 20%
Low-Income: Increased 15% from 15% to 30%
Foster Youth: Increased 5% from 15% to 20%
Homeless:

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Increased 5% from 5% to 10%
LTEL: Baseline 24-25

EDUCATION PARTNER INPUT:
63% agreed GPUSD is doing a good job with EL and Long Term EL Progress
49% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement
45.8% agreed GPUSd is doing a good job with College and Career Readiness

Based on the 2023-2024 Dashboard, San Joaquin Elementary experienced a renaissance in academic achievement. All students increased in ELA by 2.24% which surpassed the distict's ELA achievement by almost 4.5%!   Low-icome students gained by roughly the same amount. English Learners declined by .18%. However, on DFS, all students improved 13.8% from 97.8 DFS to 83.9 DFS. ELs had the highest gain with 15.9 DFS. English Learner Progres was also incredible. SJES ELs increased 5% to 41%, but LTELs managed to outdo them with 25.3% increase to 71.4% making progress. Instructional staff supported small group instruction throughout all grade levels, identifying student weaknesses and strengths in mathematics and aligning students with additional support. A math TOSA worked directly with teachers throughout the grade levels, providing instructional direction. This TOSA also worked in small groups with each grade level to support students who were nearly on grade level. San Joaquin also benefited from Nancy Akhavan Consulting, which provided teachers PD in mathematics as well as feedback during Wednesday early releases. This year, the addition of a counselor at San Joaquin guided students with an academic plan and monitored student progress. In addition, the district added PARSEC which monitors student growth on summative assessments, providing data on math metrics throughout the year. This action worked effectively toward bridging the achievement gap in ELA for English Learners, Low-Income, and Foster Youth students at San Joaquin Elementary.

Goal 2, Action 13: Targeted Math Academic Support--TRANQUILLITY ELEMENTARY SCHOOL
Effectiveness of Actions: Effective
Student Groups: All students, EL, FY, LI
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

CAASPP Math (Metric 2.2) TES
All students: Increased 5.63% from 9% to 14.63%
English Learners: Increased 7.27% from 3.84% to 7.27%
Low-Income: Increased 4.87% from 9% to 14.88%
Hispanic: Increased 4.87% from 9.18% to 14.05%
Low-Income Hispanic: Increased 5.2% from 9.09% to 14.29%
Foster Youth:Not available

Math Distance from Standard (Metric 2.20)
All students: decreased 28.9% from 143.3 DFS to 114.3 DFS
English Learners: decreased 35.4 DFS from 138.5 DFS to 103.1 DFS
Low Income: decreased 24 DFS from 139.4 DFS to 115.4 DFS

Hispanic: decreased 28.2 DFS from 142.5 DFS to 114.3 DFS
LTEL: Increased 18.4 DFS from 158.2 DFS to 116.1 DFS

Based on the 2022-2023 Dashboard, Tranquillity Elementary was identified for DA; however, Tranquillity Elementary improved on the 2023-2024 CAASP achieving orange. Every identified student group grew a minimum of 4.87% on the CAASPP math exam, indicating that highly qualified teachers performed well throughout all grade levels, identifying student weaknesses and strengths in mathematics and aligning students with additional support. Counselors provided academic counseling. Instructional aides provided instructors time to work with students who struggle in math. The district engaged the services of outside PD providers due to the need to keep teachers in classrooms. Impact Teams and Nancy Akhavan Consulting provided teachers PD in mathematics as well as feedback during Wednesday early releases. This year, the addition of a counselor 2.5 days a week guided students with an academic plan and monitored student progress. In addition, the district added PARSEC which monitors student growth on summative assessments, providing data on mathematics throughout the year. All of these actions worked effectively toward bridging the achievement gap in ELA for English Learners, Low-Income, and Foster Youth students at Tranquillity Elementary.

Goal 2, Action 14: Targeted Academic Support
Effectiveness of Actions: Somewhat Effective
Student Groups: SWD

CAASPP ELA (Metric 2.1)
All students: 2.2% decrease from 21.66% to 19.44%
SWD: 1.57 increase from 8.96% to 10.53%

CAASPP Math (Metric 2.2)
All students: 3.34% increase from 15.85% to 19.19%
SWD: 2.06% decrease from 22.06% to 20.00%

Based on the 2023-24 Dashboard, GPUSD had mixed results in ELA and Math CAASPP for students with disabilities. The CAASPP ELA metric increased 1.57% while the district decreased 2.2%. Achievement for SWD remained low at 10.53%. In Math, SWD decreased 2.06%; however, they remained above the district average at 20.00%.   SPED Teachers used daily classroom CFU and interim assessment data to determine how to address SWD learning gaps. SWD teachers received professional development in how to provide Tier 2 intervention in core subjects to SPED students. They also tracked SPED student data and notified parents when students struggled. SPED Instructional supported SPED students who meet or exceed standards allowing teachers to focus on students who needed additional support. Administrators provided Professional Learning at the site and district level in collaborative communities including the use of student interim assessments. The SPED coordinator oversaw the site SPED program, ensuring students take the CAASPP summative tests with modifications, and that students who fulfilled all the requirements for exiting the SPED Program were exited. Counselors met all SWD and provided academic counseling and pathway planning. They monitored SPED student progress and placed students in Tier 3 interventions after school, on Saturdays, or Summer School. Counselors referred students to psychologists if they determine that a student's academic challenges might benefit from the services of a psychologist.

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.

Action 2.2 Academic Tier 2 Support (2102) was updated to add LREBG funds.
Action 2.5 CTE Program: Added the following metrics 2.10 Percentage of Seniors meeting A-G requirements; 2.11 Percentage of Seniors completing at least 1 CTE Pathway; 2.12 Percentage of Seniors completing a CTE pathway and meeting A-G requirement; 2.25 All Other Interim Assessments Completed.
Action 2.6 STEAM: Added the following metrics 2.10 Percentage of Seniors meeting A-G requirements; 2.11 Percentage of Seniors completing at least 1 CTE Pathway; 2.12 Percentage of Seniors completing a CTE pathway and meeting A-G requirement; 2.25 All Other Interim Assessments Completed.
Action 2.8 VAPA Program: Added the following metric 2.25 All Other Interim Assessments Completed.
Action 2.9 AG Program: Added the following metrics 2.10 Percentage of Seniors meeting A-G requirements; 2.11 Percentage of Seniors completing at least 1 CTE Pathway; 2.12 Percentage of Seniors completing a CTE pathway and meeting A-G requirement; 2.25 All Other Interim Assessments Completed.
Action 2.10 Athletic Program: Added the following metric 2.25 All Other Interim Assessments Completed.
Action 2.11 Lower Class Size was updated to add LREBG funds.

Metric 2.1: CAASPP ELA. SWD 8.96% (corrected from 21.66%). Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.2: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.3: English Learner Progress. Added LTELS. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.4: Deleted the data year in the "Target for Year 3 Outcome Box." Updated the need statement in action to capture the new reclassification rate 7%.
Metric 2.5: EAP College/Career Ready ELA. Corrected data years and corresponding baseline, year 1, and difference from baseline. Deleted the data year in the "Target for Year 3 Outcome Box."   Updated the need statement in action to capture the new reclassification rate 7%.
Metric 2.6: EAP College/Career Ready Math. Corrected data years and corresponding baseline, year 1, and difference from baseline. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.7: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.8: Deleted the data year in the "Target for Year 3 Outcome Box." Updated the need statement in action to capture the new reclassification rate 7%.
Metric 2.9: Deleted the data year in the "Target for Year 3 Outcome Box." Updated the need statement in action to capture the new reclassification rate 7%.
Metric 2.10: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.11: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.12: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.13: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.14: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.15: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.16: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.17: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.18: Deleted the data year in the "Target for Year 3 Outcome Box."

Metric 2.19: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.20: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.21: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.22: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.23: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.24: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.25: Added Metric 2.25: All Other Interim Assessments. GPUSD needs an interim metric for courses outside ELA, Math, and ELD, to measure student progress. Metric 2.9 includes ELs & LTELs. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 2.26: Added Metric 2.26 Access to a Broad Course of Study. This metric was missing from LCAP: however, GPUSD used the metric in presentations of the 2025-2026 LCAP. Deleted the data year in the "Target for Year 3 Outcome Box."

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Exceptional Academic Instruction	To provide exceptional academic instruction, Golden Plains Unified will provide the following: Administrators and staff to ensure the following: 1. Every student progresses on state summative tests. 2. English Learners are reclassified 3. Every student is College and Career-Ready 4. Every student is administered Interim Assessments. 5. Every student meets A-G requirements 6. Every student has a pathway 7. Every student passes the physical fitness test 8. Every student is monitored academically 9. Every students meets regularly with counselors 10. Staff receive professional development Personnel: (5) Principals for each site (5) Secretary IIIs for each site (2) .5 FTE THS Counselors (1) THS Registrar	$1,807,645.06	No

Action #	Title	Description	Total Funds	Contributing
2.2	Academic Tier 2 Support (2102)	To support the need for Tier 2 support, the LEA will provide the following: 1. Director of Academic Services (Funds captured in action 1.2) 2 (.5) Counselors at THS & an elementary counselor 3.Instructional Aides at all sites (8) 4. Librarians (4) 5 Supplemental materials and supplies. 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. LREBG Based on the feedback from the needs assessments, GPUSD determined, after reviewing allowable LREBG expenditures, that supplemental materials were needed to increase student achievement in ELA and Math. Golden Plains will provide supplemental material and supplies to support ELA and Math achievement. Allowable use B(ii): Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. Research-based: Research shows that targeted supplemental materials, when selected based on comprehensive needs assessments, significantly accelerate student proficiency in ELA and Math by providing differentiated practice aligned to identified learning gaps. LREBG Metrics: 2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI)	$1,524,742.78	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Academic Tier 3 Intervention	To support the need for Tier 3 intervention, the LEA will provide the following: 1. Tier 3 Intervention Teachers 2. Instructional aides 3 Supplemental materials and supplies 4. Professional Development	$15,000.00	Yes
2.4	English Learner & Long Term English Learner Program (2107)	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: 1. ELD Certificated teachers 2. ELD Certificated administrator (.5) & counselors 3. ELD Instructional aides 4 ELD Supplemental materials and supplies 5. ELD Professional Development This Action will address the following Reds LEA Level: CCI: EL Tranquility High: CCI Indictor (ELs)	$751,209.54	Yes
2.5	Career & Technical Education Program	To address the following school-level Reds on the 2023 Dashboard: LEA Level: CCI: EL Tranquility High: CCI: EL GPUSD will provide the following: 1. CTE Certificated teachers	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. CTE Supplemental materials and supplies 3. CTE Professional Development		
2.6	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	To support STEAM participation and academic achievement, GPUSD will provide the following: 1. STEAM Certificated teachers/ TOSA 2. STEAM Supplemental materials and supplies 3. STEAM Professional Development	$77,899.81	Yes
2.7	Special Education Certificated Staff (2112)	To provide best, first instruction for students with disabilities at all sites, GPUSD will provide these students access to the following: Certificated teachers Certificated administrators & counselors 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.	$724,806.46	No
2.8	Visual and Performing Arts Program	To support VAPA participation and academic achievement, GPUSD will provide the following: 1. Certificated teachers extra time. 2. Supplemental materials and supplies 3. Professional Development	$5,000.00	Yes
2.9	Agriculture Program	To support Agriculture program participation and academic achievement, GPUSD will provide the following:	$125,377.98	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Certificated teachers 2. Supplemental materials and supplies 3. Professional Development		
2.10	Athletics Program	To enhance athletic program participation and student physical fitness, GPUSD will provide the following: 1. Additional Certificated PE teachers at the elementary schools. 2. Instructional Aides. 2. Supplemental materials and supplies 3. Professional Development	$239,745.03	Yes
2.11	Lower Class Size	To support student access to highly qualified teachers, GPUSD will provide the following: 1. Additional certificated personnel (Elementary) LREBG Based on the feedback from the needs assessments, GPUSD determined, after reviewing allowable LREBG expenditures, that lower class sizes were needed to increase student achievement in ELA and Math. LREB Grant. A (.5) instructor was added during the 2024-2025 school year to reduce class size at Cantua Elementary. This teacher will 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 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.	$1,222,033.71	Yes

Action #	Title	Description	Total Funds	Contributing
		Allowable use A: Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs. Research shows that smaller class sizes lead to significant gains in student achievement—especially for English learners, Foster Youth, and Low-Income students—by allowing teachers to tailor instruction, provide immediate feedback, and closely monitor individual progress. By reducing the student-to-teacher ratio, Cantua Elementary's additional instructor creates more opportunities for targeted language scaffolding and focused intervention, accelerating mastery of foundational reading, math skills, and English acquisition. LREBG Metrics: 2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI)		
2.12	Targeted ELA Academic Support	To address the following school-level Reds on the 2023 Dashboard: San Joaquin Elementary: ELA: All students, EL, SED, Hispanic The district will provide classified staff, ELA tutoring toward IABS, professional development in ELA, and Counselor student monitoring.	$5,000.00	Yes
2.13	Targeted Math Academic Support	To address the following school-level Reds on the 2023 Dashboard: Tranquility Elementary: Math: All students, EL, SED, Hispanic The district will provide math classified staff, additional tutoring, and professional development.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	Targeted Academic Support	GPUSD needs to address the needs of the following school-level Reds on the 2023 Dashboard: LEA Level: ELA: SWD Math: SWD To support these identified student groups, the LEA will provide the following: 1. Certificated administrator of SPED 2. Instructional aides 3. Supplemental materials and supplies 4. Professional Development 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. 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. 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. Teachers are also responsible for tracking SPED student data and notifying parents when students struggle.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Administrators will foster Professional Learning at the site and district level in collaborative communities including the use of student interim assessments. 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. 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.		

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: 1388 Cantua Elementary: Total students: All: 70% ELs:70% Low Income:70% Hispanic: 70% SPED:70%	Student Counseling Monitoring Total students: 1340 Cantua Elementary: Total students: All: 100% ELs:100% Low Income:100%		Student Counseling Monitoring Total students: 1370 Cantua Elementary: Total students: All: 100% ELs:100% Low Income: 100%	Student Counseling Monitoring Total students: 1340 Cantua Elementary: Total students: All: +30% ELs:+30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	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: 100% All: 100% ELs: 100% Low Income:100% Hispanic: 100% 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%		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% 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%	Low Income: +30% Hispanic: +30% SPED: +30% San Joaquin Elementary: Total students: All: +30% ELs:+30% Low Income: +30% Hispanic: +30% SPED: +30% Tranquillity Elementary: Total students:+30% All: +30% ELs: +30% Low Income:+30% Hispanic: +30% SPED:+30% Helm Elementary: Total students:+30% All: +30% ELs: +30% Low Income:+30% Hispanic: +30% SPED:+30% Tranquillity High: Total students:+30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income:70% Hispanic: 70% SPED:70% Data Year: 2024 Data Source: Local Indicator	Low Income:100% Hispanic: 100% SPED:100% Rio Del Rey Total students: 100% All: 100% ELs: 100% Low Income:100% Hispanic: 100% SPED:100% Data Year: 2025 Data Source: Local Indicator		Hispanic: 100% SPED:100% Rio Del Rey Total students:100% All: 100% ELs:100% Low Income:100% Hispanic: 100% SPED:100%	All: +30% ELs:+30% Low Income:+30% Hispanic: +30% SPED:+30% Rio Del Rey Total students:+30% All: +30% ELs:+30% Low Income:+30% Hispanic: +30% SPED:+30%
3.2	Attendance Rates	Attendance Rate: 91.6% P2: 1,272 Census Date Enrollment: 1388 Data Year: 2024 Data Source: (P2, CALPADS)	Attendance Rate: 91.9% P2: 1,243 CALPDS Census Date Enrollment: 1,352 Data Year: 2025 Data Source: (P2 & CALPADS)		Attendance Rate: 95%	Attendance Rate: +.3%
3.3	Chronic Absenteeism	Chronic Absenteeism All students: 31.0% English Learners: 27.0% Low Income: 31.8% Hispanic: 30.6%	Chronic Absenteeism All students: 25.2% English Learners: 21.7%		Chronic Absenteeism All students: 17% English Learners: 15% Low Income: 17%	Chronic Absenteeism All students: -5.9% English Learners: -5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: N/A Homeless: 27.7% Data Year: 2023 Data Source: CA Dashboard	Low Income: 25.9% Hispanic: 24.9% Foster Youth: N/A Homeless: 5.6% Data Year: 2024 Data Source: CA Dashboard		Hispanic: 17% Foster Youth: NA	Low Income: -5.9% Hispanic: -5.7% Foster Youth: N/A Homeless: -22.1%
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: 2023 Data Source: Dataquest	Suspension Rate: All students: 5.7% English Learners: 5.1% Low Income: 6.2% Hispanic: 5.8% Foster Youth: * Homeless:8.1% Data Year: 2024 Data Source: Dataquest		Suspension Rate: All students: 4.0% English Learners: 4% Low Income: 4% Hispanic: 4% Foster Youth: 4% Homeless: 4%	Suspension Rate: All students: 1.2% English Learners: .2% Low Income: 1.9% Hispanic: 1.6% Foster Youth: * Homeless:3.6%%
3.5	Middle School Drop Out Rate	Middle School Dropout Rate: Cantua: 0% Helm:0% San Joaquin: 0% Tranquillity ES: 0% Data Year: 2023 Data Source: District Records	Middle School Dropout Rate: Cantua: 0% Helm:0% San Joaquin: 0% Tranquillity ES: 0% Data Year: 2024 Data Source: District Records		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%
3.6	High School Drop Out Rate	High School Dropout Rate: All Students: 14.2%	High School Dropout Rate:		High School Drop Out Rate: All Students: 0%	High School Dropout Rate:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 25.8% Low Income: 13.5% Hispanic: 14.3% Foster Youth: *Not Available Homeless:* Not Available Data Year 2023 Data Source: DataQuest	Drop Out Students: 2 Total: 406 All Students: .49% English Learners: .24% Low Income: .49% Hispanic: .24% Foster Youth: 0 Homeless: 0 Data Year 2024 Data Source: DataQuest		English Learners: 0% Low Income: 0% Hispanic: 0% Foster Youth: Homeless: NA	All Students: -13.71% English Learners: -25.56% Low Income: -13.01% Hispanic: -14.06% Foster Youth: 0 Homeless: 0
3.7	Expulsion Rate	Expulsion Rate All Students: 0.1% English Learner: * Low Income:* Hispanic: 0.1% Foster Youth/Homeless: N/A Data Year: 2023 Data Source: Dataquest	Expulsion Rate All Students: 0 English Learner: 0 Low Income:0 Hispanic: 0 Foster Youth/Homeless: N/A Data Year: 2024 Data Source: Dataquest		Expulsion Rate: All Students: 0 English Learner: 0 Low Income:0 Hispanic: 0 Foster Youth/Homeless: 0	Expulsion Rate All Students: -.01% English Learner: 0 Low Income:0 Hispanic: -.01% Foster Youth/Homeless: N/A
3.8	Sense of Safety and School Connectedness-Students	California Healthy Kids Survey Data Year: 2023-2024 December/January 2024 HIGH SCHOOL	California Healthy Kids Survey Data Year: 2024-2025 December/January 2025 HIGH SCHOOL		California Healthy Kids Survey Data Year: 2027 HIGH SCHOOL SUPPORTS AND ENGAGEMENT	HIGH SCHOOL SUPPORTS AND ENGAGEMENT School Connectedness: +2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Meaningful Participation: 16.5 % Perceived School Safety: 47% VIOLENCE No Victimization: 86 % No Harassment: 91% No Mean Rumors: 84% No Fear of Getting Beat Up: 91.5% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement: 43.5% No Substance Use at School: 97.5% Facilities Upkeep:37.5% MIDDLE SCHOOL California Healthy Kids Survey Data Year: 2023-2024	SUPPORTS AND ENGAGEMENT School Connectedness: 49% Academic Motivation: 71% Two or fewer Absences per month: 90% Caring Adult Relationships: 49% High Expectations:63% Meaningful Participation: 19% Perceived School Safety: 49% VIOLENCE No Victimization: 89% No Harassment: 90% No Mean Rumors: 80% No Fear of Getting Beat Up: 93% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement: 43%		School Connectedness:46.5 % Academic Motivation: 65.5% Two or fewer Absences per month: 91.5% Caring Adult Relationships: 40.5% High Expectations:53% Meaningful Participation: 16.5 % Perceived School Safety: 47% VIOLENCE No Victimization: 86 % No Harassment: 91% No Mean Rumors: 84% No Fear of Getting Beat Up: 91.5% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement: 43.5%	Academic Motivation: +5.55% Two or fewer Absences per month: -1.5% Caring Adult Relationships: +8.5% High Expectations: +10% Meaningful Participation: +2.5% Perceived School Safety: 2% VIOLENCE No Victimization: +3% No Harassment: -1% No Mean Rumors: -4% No Fear of Getting Beat Up: +1.5% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement: -.5% No Substance Use at School: -1.5% Facilities Upkeep: +3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		December/January 2024 SUPPORTS AND ENGAGEMENT School Connectedness:50 % Academic Motivation: 69% Two or fewer Absences per month:89 % Caring Adult Relationships: 57% High Expectations: 61% Meaningful Participation: 29% Perceived School Safety: 45% VIOLENCE No Victimization: 65% No Harassment: 69% No Mean Rumors: 46% No Fear of Getting Beat Up: 77% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement:47% No Substance Use at School:98.9% Facilities Upkeep: 24% ELEMENTARY SCHOOLS	No Substance Use at School: 96% Facilities Upkeep:41% MIDDLE SCHOOL California Healthy Kids Survey Data Year: 2024-205 December/January 2025 SUPPORTS AND ENGAGEMENT School Connectedness: 40% Academic Motivation: 68% Two or fewer Absences per month:94% Caring Adult Relationships: 38% High Expectations: 71% Meaningful Participation: 34% Perceived School Safety: 46% VIOLENCE No Victimization: 64%		No Substance Use at School: 97.5% Facilities Upkeep:37.5% MIDDLE SCHOOL California Healthy Kids Survey SUPPORTS AND ENGAGEMENT School Connectedness:50 % Academic Motivation: 69% Two or fewer Absences per month:89 % Caring Adult Relationships: 57% High Expectations: 61% Meaningful Participation: 29% Perceived School Safety: 45% VIOLENCE No Victimization: 65% No Harassment: 69% No Mean Rumors: 46%	MIDDLE SCHOOL SUPPORTS AND ENGAGEMENT School Connectedness: -10% Academic Motivation: -1% Two or fewer Absences per month: +5 % Caring Adult Relationships: -19% High Expectations: +10% Meaningful Participation: +5% Perceived School Safety: +1% VIOLENCE No Victimization: -1% No Harassment: -3% No Mean Rumors: -1% No Fear of Getting Beat Up: -1% OTHER SCHOOL CLIMATE INDICATORS

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 SUPPORTS AND ENGAGEMENT 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% VIOLENCE No Victimization:55% 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%	No Harassment: 66% No Mean Rumors: 45% No Fear of Getting Beat Up: 76% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement: 61% No Substance Use at School:96% Facilities Upkeep: 63% ELEMENTARY SCHOOLS California Healthy Kids Survey Data Year: 2024-2025 December/January 2025 SUPPORTS AND ENGAGEMENT School Connectedness: 66% Academic Motivation:73%		No Fear of Getting Beat Up: 77% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement:47% No Substance Use at School:98.9% Facilities Upkeep: 24% ELEMENTARY SCHOOLS California Healthy Kids Survey SUPPORTS AND ENGAGEMENT School Connectedness: 70% Academic Motivation:72% Two or fewer Absences per month: 87% Caring Adult Relationships:67% High Expectations:78% Meaningful Participation:43%	Promotion of Parental Involvement: +14% No Substance Use at School:-2.9% Facilities Upkeep: +39% ELEMENTARY SCHOOLS SUPPORTS AND ENGAGEMENT School Connectedness: -4% Academic Motivation: +1% Two or fewer Absences per month: -7% Caring Adult Relationships: +3% High Expectations: +4% Meaningful Participation: -18% Perceived School Safety: +10% VIOLENCE No Victimization: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or fewer Absences per month: 80% Caring Adult Relationships:70% High Expectations:82% Meaningful Participation:25% Perceived School Safety:75% VIOLENCE No Victimization: 56% No Mean Rumors: 55% Have not been hit or pushed: 67% OTHER SCHOOL CLIMATE INDICATORS Parental Involvement: 69% No Substance Use at School:90% Facilities Upkeep:68%		Perceived School Safety:65% VIOLENCE No Victimization:55% 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%	No Mean Rumors: -11% Have not been hit or pushed: +16% OTHER SCHOOL CLIMATE INDICATORS Parental Involvement: -12% No Substance Use at School: +6% Facilities Upkeep: -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Sense of Safety and School Connectedness-Teachers/Staff	California Healthy Kids Survey Data Year: 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: 2025 December/January 2025 Teachers/Staff School Connectedness: 83% Averaged scale questions "Strongly Agree and Agree" School Safety: 90% 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"	California Healthy Kids Survey Teachers/Staff School Connectedness: -3% School Safety: -2%
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	Professional Development Participation Tier 2 staff: 130 Tier 3 staff: 8 Academic Tier 2 Support: 100% Academic Tier 3 Intervention: 100% Data Year: 2025		Number of staff trained Tier 2 staff; Tier 3 staff: Academic Tier 2 Support: +50% Academic Tier 3 Intervention: +50%	Professional Development Participation Tier 2 staff: Tier 3 staff: Academic Tier 2 Support: +50% Academic Tier 3 Intervention: +90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local indicator	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 Quarter 3: 2 Quarter 4: 2 Data Year: 2024 Data Source: Local indicator	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: 0 Quarter 2: 0 Quarter 3: 2 Quarter 4: 2 Data Year: 2025 Data Source: Local indicator		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 Quarter 2: 5 Quarter 3: 5 Quarter 4: 5	Survey of the LEAs Parents regarding the district's engagement efforts Number of Quarterly Surveys completed (1-4) (Scale of 1-5) Quarter 1: 0 Quarter 2: 0 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: 969 Parent/teacher Conferences:82% Open House: 68% Back-to-School Night: 70% Data Year: 2025 Data Source: Local indicator		School Events Total Families: 800 Parent/teacher Conferences:90% Open House: 100% Back-to-School Night: 75%	School Events Total Families: Parent/teacher Conferences:-6% Open House: -25% Back-to-School Night: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-2024 corrected: Parent/teacher Conferences:70% Open House: 73% Back-to-School Night: 51% GPUSD erred in number of families last year.			
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 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	New metric Parent Input Meetings: SSC: 4 ELAC: 4 School Site Council 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%		New metric Parent Input Meetings: SSC: 4 ELAC: 4 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%	New metric Parent Input Meetings: SSC: 4 ELAC: 4 School Site Council Cantua: % Helm: +100% San Joaquin: 100% Tranquillity HS: 100% Tranquillity:100% Rio Del Rey:100% English Learner Committee Cantua: 100% Helm: 100% San Joaquin: 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DO SPED: 100% Data Year: 2024 Data Source: Local indicator	Tranquillity HS: 100% Tranquillity ES:100% Rio Del Rey:0 SPED Advisory Number of meetings: 2 DO SPED: 100% Data Year: 2025 Data Source: Local indicator		Tranquillity HS: 100% Tranquillity: 100% Rio Del Rey:100% SPED Advisory Number of meetings: 2 SPED meetings: 100%	Tranquillity HS: 100% Tranquillity: 100% Rio Del Rey:100% SPED Advisory Number of meetings: 2 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 Maintain the following courses at these sites SAN JOAQUIN ELEMENTARY ESL Citizenship: 1 High School GED: 1 Computer Literacy: 1 ESL: 1 TRANQUILLITY HIGH SCHOOL ESL: 1 Welding: 1 Autoshop: 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	WESTHILLS COLLEGE FALL & SPRING MAINTAINED SAN JOAQUIN ELEMENTARY +1 Course, 4 total TRANQUILLITY HIGH SCHOOL +1 course, 8 total CANTUA ELEMENTARY Maintained 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CANTUA ELEMENTARY ESL Citizenship: 1 Data Year: 2024 Data Source: Local indicator	Residential Electrical: 3 Forklift: 1 Computer Literacy: 1 CANTUA ELEMENTARY ESL Citizenship: 0 Basic Computers: 1 Data Year: 2025 Data Source: Local Indicator/TopsPro		Computer Literacy: 1 CANTUA ELEMENTARY ESL Citizenship: 1	
3.15	Parent Participation in Adult Education Courses	WESTHILLS COLLEGE FALL & SPRING Numbers of parent/community participants SAN JOAQUIN ELEMENTARY ESL: 28 High School GED: 39 Computer Literacy: 11 Fork Lift: 33 (High School location) Truck Driving: 27 TRANQUILLITY HIGH SCHOOL ESL: 20 Welding: 40 (omit for total)	WESTHILLS COLLEGE FALL & SPRING Numbers of parent/community participants SAN JOAQUIN ELEMENTARY ESL: 44 High School GED: 24 Computer Literacy: 22 Fork Lift: NA Truck Driving: NA TRANQUILLITY HIGH SCHOOL ESL: 18		WESTHILLS COLLEGE FALL & SPRING Numbers of parent/community participants SAN JOAQUIN ELEMENTARY ESL: 25 High School GED: 20 Computer Literacy: 10 Fork Lift: 20 Truck Driving: 15 TRANQUILLITY HIGH SCHOOL ESL: 25	WESTHILLS COLLEGE FALL & SPRING Numbers of parent/community participants SAN JOAQUIN ELEMENTARY ESL: +16 from 28 to 44 High School GED: -15 from 39 to 24 Computer Literacy: +11 from 11 to 22 Fork Lift: NA Truck Driving: NA TRANQUILLITY HIGH SCHOOL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fork Lift: 33 Truck Driving: 27 CANTUA ELEMENTARY ESL Citizenship: 29 Forklift: 38 Residential Electrical: 22 (moved to high school) SAN JOAQUIN ELEMENTARY FCSS Adult Education: 20 (omit from total) Total: Data Year: 2024 Data Source: Local indicator	Welding: NA Forklift: 39 Residential Electrical: 25 Truck Driving: 1 CANTUA ELEMENTARY ESL Citizenship: 0 Basic Computer: 22 SAN JOAQUIN ELEMENTARY FCSS Adult Education: NA Total: 195 Data Year: 2025 Data Source: Local indicator		Welding: 40 CANTUA ELEMENTARY ESL Citizenship: 20 Forklift: 20 Residential Electrical: 20 SAN JOAQUIN ELEMENTARY FCSS Adult Education: 40	ESL: -2 from 20 to 18 Welding: NA Forklift: +6 from 33 to 38 Residential Electrical: +3 from 22 to 25 Truck Driving: -26 from 27 to 1 CANTUA ELEMENTARY ESL Citizenship: -29 from 29 to 0 Forklift: NA Residential Electrical: NA Basic Computer: +22 from 0 to 22 Total: 195 Maintained 150 SAN JOAQUIN ELEMENTARY FCSS Adult Education: NA
3.16	Adult Education Pathway Completers	GPUSD ADULT PATHWAYS (1) Number of students in the pathway (2) Students who completed the pathway PATHWAYS	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 (2) Students who completed the pathway	GPUSD ADULT PATHWAYS (1) Number of students in the pathway (2) Students who completed the pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ESL/Citizenship: 60 students; NA completers HSE/GED: 40 students; 11 completers. 27.5% CTE: 116 students; 86 completers. 74% Total Students: 216 Data Year: 2024 Data Source: CASAS TopsPro	PATHWAYS ESL/Citizenship: 86 students; NA completers HSE/GED: 17 students; 4 completers. 23.5% CTE: 60 students; 56 completers. 93.3% Total Students: 163 Data Year: 2025 Data Source: CSAS TopsPro		PATHWAYS ESL/Citizenship: 85 students; NA completers HSE/GED: 15 students; 5 completers. 33% CTE: 80 students; 75 completers. 93.75%	PATHWAYS ESL/Citizenship: +26 students; NA completers HSE/GED: -23 students; -7 completers. CTE: -56 students; -30 completers Total Students: -53 Students
3.17	Parent and Family Engagement Survey	California Healthy Kids Survey Data Year: 2024 January 2024 Parents School Connectedness: 83% Averaged of Parental Involvement Scale questions "Strongly Agree and Agree" School Safety: 78% Averaged of Safe place for my child Scale questions "Strongly Agree and Agree"	California Healthy Kids Survey Data Year: 2025 January 2025 Parents School Connectedness: 84% Averaged of Parental Involvement Scale questions "Strongly Agree and Agree" School Safety: 82.6% Averaged of Safe place for my		Parents School Connectedness: 90% Averaged of Parental Involvement Scale questions "Strongly Agree and Agree" School Safety: 85% Averaged of Safe place for my child Scale questions "Strongly Agree and Agree"	California Healthy Kids Survey Parents School Connectedness: +1% School Safety: +4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			child Scale questions "Strongly Agree and Agree" December/January 2025			

Goal Analysis [2024-25]

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.

During the 2024-2025 school year, GPUSD implemented an integrated multi-tiered system of support through all of its actions, designed to increase engagement for students and parents. In Action1, the district successfully utilized administrators and staff to inform students how to conduct themselves in classrooms, on school grounds, and in after-school programs. Student handbooks, posted classroom expectations, and team policies which were shared with parents, provided students a common understanding of how to comport themselves at all times. Staff reinforced policies and procedures by following research-based engagement practices such as restorative discipline and positive intervention behavior systems. GPUSD determined that cultivating positive relationships on campus was essential to bridging engagement gaps found with English Learners, Low-Income, and Foster Youth. GPUSD developed incentive programs that reward positive student behavior. Action 7, Transportation Home to School, aligned with Tier 1 Engagement. GPUSD provided transportation to all students to increase student engagement. Through Action 2 and Action 3, the Academic Services/Assistant Superintendent collaborated with the district academic and behavior committee to provide professional development to teachers and staff when appropriate. Counselors met with students for academic planning to build self-efficacy within students.

Certificated teachers (TOSAs) provided targeted professional development support and instruction tailored to the specific needs of EL, FY, and LI students. TOSAs offered personnel assistance in areas where these students struggle academically and behaviorally. Additional certificated administrators, counselors, and psychologists provided increased support for the socio-emotional needs of EL, FY, and LI students. These professionals provided counseling, guidance, and intervention services to address trauma, homelessness, and language barriers that impact identified students' academic performance and overall well-being. Administrators monitored student progress and placed students in Tier 2 interventions. Counselors referred students to psychologists when their behavior challenges could benefit from psychological services.   Administrators engaged in PBIS and Restorative Justice Professional Learning at the site and district level, bringing cohesion to school sites and the district. While supervising students, instructional aides and campus monitors implemented PBIS and Restorative Justice to address Tier 2 student behavior among English Learners, FY, and low-income students. They served as mentors and role models, offering encouragement and guidance to help these students navigate the challenges they face. The use of supplies and

materials allowed sites to provide welcoming sites, reward students' good choices, and encourage students to participate in a positive school environment.

Professional Development: Administrators implemented PBIS and Restorative Justice to address Tier 2 student behavior among English learners and low-income students. After training, teachers provided Tier 2 intervention in PBIS and Restorative Justice to English Learners, Foster Youth, and Low-income students. Teachers documented student behavior incidents and notified parents when students struggled so sites could determine whether or not student behavior improved or required Tier 3 intervention.

Translators & Parent Involvement: Parent meetings were used to support English Learners (EL), Foster Youth (FY), and Low-Income (LI) students who struggled with behavior issues at school. Interventions such as parent meetings served as crucial platforms for fostering collaboration and understanding between educators, families, and the community. Schools used translators to facilitate effective communication between school staff and parents who face language barriers, ensuring that all parents can actively participate and contribute to discussions regarding their child's behavioral needs.

GPUSD counselors acted as behavior analysts. They provided 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 conducted comprehensive behavior assessments, developed behavior intervention plans, and offered ongoing consultation to educators and support staff, ensuring tailored interventions that addressed the unique needs of these student populations and promoted positive behavioral outcomes. In addition, administrators and counselors worked with families to ensure effective strategies were implemented at home and school. In addition, counselors provided academic counseling and pathway planning. They monitored student progress and placed students in Tier 3 interventions after school, on Saturdays, or in Summer School.

Tier 3 Materials and Supplies: Counselors and staff purchased materials to run intervention programs so EL, FY, and LI students could learn how to self-regulate and problem-solve. They also provided anti-bullying activities and developed a safe and inclusive culture. Resources, supplies, and incentives allowed sites to complete the PBIS and Restorative Justice frameworks effectively.

Professional Development: Administrators implemented PBIS and Restorative Justice to address Tier 3 student behavior among English learners and low-income students. Teachers received professional development to provide Tier 3 intervention in PBIS and Restorative Justice to English Learners, Foster Youth, and Low-income students. After training, teachers documented student behavior incidents and notified parents when students struggled so sites could determine whether or not student behavior improved or still required Tier 3 intervention.

Administrators reviewed the master schedule to include time for Tier 3 intervention so that students did not miss core instruction. They also met with Tier 3 teachers to determine if student needs were being met. Administrators ensured that any referrals to a Student Study Team had the requisite evidence.

All remaining actions supported increased student outcomes in very important areas. In Action 4, GPUSD established a Leadership Program to cultivate leadership skills among English Learners, Low-Income, and Foster Youth. GPUSD recognized that the self-efficacy brought about through leadership skill-building led to improved engagement. Through Action 5, expanded access to K-12, GPUSD further expanded the Leadership Program to after school. Site administration initiated learning hubs at each site, and developed and expanded the after-

school program to include the Leadership Program, which collaborated to plan activities for students and measure the success of the expanded access to K-12. The Assistant Superintendent leveraged the Community Schools grant and ELOP to strengthen Action 5, providing summer school programs at three sites. These actions allowed English Learners, Low-Income and Foster Youth to bridge engagement gaps through leadership skills, self-efficacy, and positive relationships.

Finally, in Action 6 Exception Parent Engagement, GPUSD and West Hills College enrolled 195 students in Adult Education to provide college and career opportunities to families in the local areas. Adult community members enrolled in ESL and computer courses as well as residential electrical. By completing these courses, parents demonstrate to their children the value and importance of education and career opportunities, allowing students to bridge the engagement gap, and remain in school with their own goals for college and career readiness.

Successes: (1) Student Chronic Absence and Suspension decreased during the school year, especially at Tranquillity High School. Our MTSS worked from Tier 1 to Tier 3; (2) School Counselors met with all students to provide engagement activities (3) Parent Engagement increased at all sites.

Challenges: (1) Monitoring adult education and providing them exceptional engagement; (2) Completing surveys for student and parent engagement; (3) Identifying the need for professional development and setting aside dates for training.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

Goal 3, Action 1 and Goal 3, Action 2: Exceptional Engagement Strategies and Engagement Support Tier 2
Effectiveness of Actions: Effective
Student groups: All students, EL, FY, LI
Metrics: Metric 3.1 Student Extracurricular Engagement (All Students, EL, FY, LI) Metric 3.2 Attendance Rate (All Students, EL, FY, LI)
Metric 3.3 Chronic Absence (All Students, EL, FY, LI) Metric 3.4 Suspension Rate (All Students, EL, FY, LI)

Student Extracurricular Engagement (Student Counseling) (Metric 3.1)
Student Counseling Monitoring
Total students: 1340

Cantua Elementary:
Total students:
All: 100%
ELs:100%
Low Income:100%

Hispanic: 100%

San Joaquin Elementary:
Total students:100%
All: 100%
ELs:100%
Low Income:100%
Hispanic: 100%

Tranquillity Elementary:
Total students: 100%
All: 100%
ELs: 100%
Low Income:100%
Hispanic: 100%

Helm Elementary:
Total students: 100%
All: 100%
ELs: 100%
Low Income:100%
Hispanic: 100%

Tranquillity High:
Total students:100%
All: 100%
ELs:100%
Low Income:100%
Hispanic: 100%

Rio Del Rey
Total students: 100%
All: 100%
ELs: 100%
Low Income:100%
Hispanic: 100%

Attendance Rates (Metric 3.2)
All Students: .3% increased from 91.6% to 91.9%
English Learners: Not Available

Foster Youth: Not Available
Low Income: Not Available

Chronic Absenteeism (Metric 3.3)
All Students: decreased 5.9% from 31% to 25.2%
English Learners: decreased 5.3% from 27% to 21.7%
Foster Youth: Not available
Low Income: decreased 5.9% from 31.8% to 25.9%

Suspension Rate (Metric 3.4)
All students: 1.2% increased from 4.6% to 5.7%
English Learners: .2% increase from 5.0% to 5.1%
Low Income: 1.9% increase from 4.5% to 6.2%

Analysis statement:
Based on the 2023-2024 Dashboard and selected local indicators, GPUSD provided exceptional engagement through Actions 1 and Action 2. 100% of students received counseling using restorative justice practices which emphasized reducing suspensions and expulsions. The attendance rate increased .3% to 91.9%. No data was available for student groups, but based on a lower chronic absence, all student groups improved their attendance. Chronic absence decreased for all student groups with the lowest improvement being 5.3% for English Learners. The chronic absence rate declined for the second year in a row. The suspension rate rose to 5.7% by year's end 2024; however, local data from April 2025 indicates that GPUSD is on track for a 2% suspension rate. Administration, teachers, and counselors did an outstanding job of meeting with students and engaging them in practices that built their ability to make better choices about their behavior. Certificated teachers (TOSAs) provided targeted professional development support and instruction tailored to the specific needs of EL, FY, and LI students. TOSAs offered personnel assistance in areas where these students struggle academically and behaviorally. Additional certificated administrators, counselors, and psychologists provided increased support for the socio-emotional needs of EL, FY, and LI students. Administrators monitored student progress and placed students in Tier 2 interventions. Counselors referred students to psychologists when their behavior challenges could benefit from psychological services. Administrators engaged in PBIS and Restorative Justice Professional Learning at the site and district level, bringing cohesion to school sites and the district. While supervising students, instructional aides and campus monitors implemented PBIS and Restorative Justice to address Tier 2 student behavior among English Learners, FY, and low-income students. They served as mentors and role models, offering encouragement and guidance to help these students navigate the challenges they face. The use of supplies and materials allowed sites to provide welcoming sites, reward students' good choices, and encourage students to participate in a positive school environment. Translators & Parent Involvement: Parent meetings were used to support English Learners (EL), Foster Youth (FY), and Low-Income (LI) students who struggled with behavior issues at school. Interventions such as parent meetings served as crucial platforms for fostering collaboration and understanding between educators, families, and the community. Schools used translators to facilitate effective communication between school staff and parents who face language barriers, ensuring that all parents can actively participate and contribute to discussions regarding their child's behavioral needs.

These actions allowed English Learners, Low-Income, and Foster Youth students to bridge the engagement gap found in Attendance, Chronic Absenteeism, and Suspension through counseling that established and developed their decision making, and recognized good decisions made about how they expressed their frustration or disagreement.

Action 3: Engagement Intervention Tier 3
Effectiveness of Action: Effective
Student groups: EL, FY, LI
Metrics: GPUSD expects that student outcomes through PBIS and/or Restorative Justice programs will improve the following metrics 3.3 Chronic Absence Rate (All Students, EL, FY, and LI Students) 3.4 Suspension Rate (All Students, EL, FY, and LI Students) 3.5 Expulsion Rate (All Students, EL, FY, and LI Students) 3.6 High School Dropout Rate (All Students, EL, FY, and LI Students) 3.7 Expulsion Rate (All Students, EL, FY, and LI Students)

Chronic Absenteeism (Metric 3.3)
All Students: decreased 5.9% from 31% to 25.2%
English Learners: decreased 5.3% from 27% to 21.7%
Foster Youth: Not available
Low Income: decreased 5.9% from 31.8% to 25.9%

Suspension Rate (Metric 3.4)
All students: 5.7%
English Learners: 5.1%
Low Income: 6.2%
Foster Youth: *
Homeless: 8.1%

Middle School Dropout Rate (Metric 3.5):
Cantua: 0%
Helm:0%
San Joaquin: 0%
Tranquillity ES: 0%

High School Dropout Rate (Metric 3.6):
All Students: .49%
English Learners: .24%
Low Income: .49%
Hispanic: .24%
Foster Youth: 0
Homeless: 0

Expulsion Rate (Metric 3.7)
All Students: 0
English Learner: 0

Low Income:0
Hispanic: 0
Foster Youth/Homeless: N/A

Analysis statement:
Based on the 2023-2024 Dashboard and selected local indicators, GPUSD provided exceptional tier 3 engagement through Action 3. Chronic absence decreased for all student groups with the lowest improvement being 5.3% for English Learners. The chronic absence rate declined for the second year in a row. The suspension rate rose to 5.7% by year's end 2024; however, local data from April 2025 indicates that GPUSD is on track for a 2% suspension rate. The middle school drop-out rate remained at 0, and the high school rate declined tremendously. All student groups declined 13.71% to .49%; English Learners declined 25.56 to .24%, and Low-income students declined 13.01 to .49% as well. The expulsion rate went to 0 for all groups. Tier 3 engagement provided great support. GPUSD provided school counselors who were able to meet far more often than in years previous to provide social-emotional support. Professional development guided instructional aides and campus monitors on how to understand the issues that students faced before coming to school. Other training effectively taught staff how to deal with students growing up in poverty. These actions allowed English Learners, Low-Income, and Foster Youth students to bridge engagement gaps lowering chronic absence, suspension during the 2024-2025 school year. Fewer of these students dropped out, or were expelled. GPUSD counselors acted as behavior analysts (Update will occur in action and be noted in prompt 4) They provided 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 conducted comprehensive behavior assessments, developed behavior intervention plans, and offered ongoing consultation to educators and support staff, ensuring tailored interventions that addressed the unique needs of these student populations and promoted positive behavioral outcomes. In addition, administrators and counselors worked with families to ensure effective strategies were implemented at home and school. In addition, counselors provided academic counseling and pathway planning. They monitored student progress and placed students in Tier 3 interventions after school, on Saturdays, or in Summer School. Tier 3 Materials and Supplies: Counselors and staff purchased materials to run intervention programs so EL, FY, and LI students could learn how to self-regulate and problem-solve. They also provided anti-bullying activities and developed a safe and inclusive culture. Resources, supplies, and incentives allowed sites to complete the PBIS and Restorative Justice frameworks effectively. Professional Development: Administrators implemented PBIS and Restorative Justice to address Tier 3 student behavior among English learners and low-income students. Teachers received professional development to provide Tier 3 intervention in PBIS and Restorative Justice to English Learners, Foster Youth, and Low-income students. After training, teachers documented student behavior incidents and notified parents when students struggled so sites could determine whether or not student behavior improved or still required Tier 3 intervention.

These actions allowed English Learners, Low-Income, and Foster Youth students to bridge the engagement gap found in Attendance, Chronic Absenteeism, and Suspension through counseling that established and developed their decision making, and recognized good decisions made about how they expressed their frustration or disagreement.

Action 4: Leadership Program
Effectiveness of Action: Effective
Student groups: EL, FY, LI
Metrics: GPUSD expects that student survey results on School Connectedness will improve. 3.8: School Connectedness Surveys (All Students, EL, LI)

School Connectedness (Metric 3.8):

HIGH SCHOOL

SUPPORTS AND ENGAGEMENT
School Connectedness: increased 2.4% from 46.5% to 49%
Academic Motivation: Increased 5.5% from 65.5% to 71%
Two or fewer Absences per month: decreased 1.5% from 91.55 to 90%
Caring Adult Relationships: Increased 8.5% from 40.5% to 49%
High Expectations: Increased 10% from 53% to 63%
Meaningful Participation: Increased 2.5% from 16.5% to 19%
Perceived School Safety: Increased 2% from 47% to 49%

VIOLENCE
No Victimization: 3% increase from 86% to 89%
No Harassment: 1% decrease from 91% to 90%
No Mean Rumors: 4% decrease from 84% to 80%
No Fear of Getting Beat Up: 1.5% increase from 91.5% to 93%

OTHER SCHOOL CLIMATE INDICATORS
Promotion of Parental Involvement: -.5% decrease from 43.5% to 43%
No Substance Use at School: 1.5% decrease from 97.5% to 96%
Facilities Upkeep: 3.5% increase from 37.5% to 41%

MIDDLE SCHOOL

California Healthy Kids Survey
Data Year: 2024-205
December/January 2025

SUPPORTS AND ENGAGEMENT
School Connectedness: 10% decrease from 50% to 40%
Academic Motivation: 1% decrease from 69% to 68%
Two or fewer Absences per month: 5% increase from 89% to 94%
Caring Adult Relationships: 19% decrease from 57% to 38%
High Expectations: 10% increase from 61% to 71%
Meaningful Participation: 5% increase from 29% to 34%
Perceived School Safety: 1% increase from 45% to 46%

VIOLENCE

No Victimization: 1% decrease from 65% to 64%
No Harassment: 3% decrease from 69% to 66%
No Mean Rumors: 1% decrease from 46% to 45%
No Fear of Getting Beat Up: 1% decrease from 77% to 76%

OTHER SCHOOL CLIMATE INDICATORS
Promotion of Parental Involvement: 14% increase from 47% to 61%
No Substance Use at School: 2.9% decrease from 98.9% to 96%
Facilities Upkeep: 39% increase from 24% to 63%

ELEMENTARY SCHOOLS

California Healthy Kids Survey
Data Year: 2024-2025
December/January 2025

SUPPORTS AND ENGAGEMENT
School Connectedness: 4% decrease from 70% to 66%
Academic Motivation: 1% increase from 72% to 73%
Two or fewer Absences per month: 7% decrease from 87% to 80%
Caring Adult Relationships: 35 increase from 67% to 70%
High Expectations: 4% increase from 78% to 82%
Meaningful Participation: 18% decrease from 43% to 25%
Perceived School Safety: 10% increase from 65% to 75%

VIOLENCE
No Victimization: 1% increase from 55% to 56%
No Mean Rumors: 11% decrease from 66% to 55%
Have not been hit or pushed: 16% increase from 51% to 67%

OTHER SCHOOL CLIMATE INDICATORS
Parental Involvement: 12% decrease from 81% to 69%
No Substance Use at School: 6% increase from 84% to 90%
Facilities Upkeep: 8% decrease from 76% to 68%

Analysis Statement:
At the high school level "Supports and Engagement" revealed a pleasant surprise. All measures grew. School connectedness grew 2.4% to 49%. Caring adult relationships increase an amazing 8.5% to 49%. High expectations rose 10% to 63%. All measures of a non-threatening school remained in great standing above 90%, except for mean rumors at 80%. At the Middle School level, showed noticeable declines

despite additional counseling, psychologists, and incentives. School Connectedness dropped 10% to 40%. The worst drop was caring relationships which fell 19% to 38%. These drops coincided with gains in academic motivation (1%), high expectations rose 10% to 71%, and meaningful participation, which rose 5% to 34%. Fear of school violence did not decrease significantly. At the Elementary Level, all measures remained at about 70%, except for school connectedness which dropped 4%. Fear of violence measures dropped to 56% overall, with noticeable drops of 11% for no mean rumors and a 16% drop for incidents of pushing. Site leaders and counselors initiated leadership programs at their sites. Student Body officers were added to the School Board and the District Parent Advisory committee. These moves were the start of including English Learners, Low-Income, and Foster Youth students in decision-making activities, which allowed them to bridge engagement gaps by providing them additional opportunities outside the school day to demonstrate leadership.

Action 5: Expanded Access to K-12 Education
Effectiveness of Action: Effective
Student groups: EL, FY, LI
GPUSD expects that student survey results on School Connectedness will improve. 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

School Connectedness (Metric 3.8):

HIGH SCHOOL

SUPPORTS AND ENGAGEMENT
School Connectedness: 49%
Academic Motivation: 71%
Two or fewer Absences per month: 90%
Caring Adult Relationships: 49%
High Expectations:63%
Meaningful Participation: 19%
Perceived School Safety: 49%

VIOLENCE
No Victimization: 89%
No Harassment: 90%
No Mean Rumors: 80%
No Fear of Getting Beat Up: 93%

OTHER SCHOOL CLIMATE INDICATORS
Promotion of Parental Involvement: 43%
No Substance Use at School: 96%
Facilities Upkeep:41%

MIDDLE SCHOOL

California Healthy Kids Survey
Data Year: 2024-205
December/January 2025

SUPPORTS AND ENGAGEMENT
School Connectedness: 40%
Academic Motivation: 68%
Two or fewer Absences per month:94%
Caring Adult Relationships: 38%
High Expectations: 71%
Meaningful Participation: 34%
Perceived School Safety: 46%

VIOLENCE
No Victimization: 64%
No Harassment: 66%
No Mean Rumors: 45%
No Fear of Getting Beat Up: 76%

OTHER SCHOOL CLIMATE INDICATORS
Promotion of Parental Involvement: 61%
No Substance Use at School:96%
Facilities Upkeep: 63%

ELEMENTARY SCHOOLS

California Healthy Kids Survey
Data Year: 2024-2025
December/January 2025

SUPPORTS AND ENGAGEMENT
School Connectedness: 66%
Academic Motivation:73%
Two or fewer Absences per month: 80%
Caring Adult Relationships:70%
High Expectations:82%
Meaningful Participation:25%

Perceived School Safety:75%

VIOLENCE
No Victimization: 56%
No Mean Rumors: 55%
Have not been hit or pushed: 67%

OTHER SCHOOL CLIMATE INDICATORS
Parental Involvement: 69%
No Substance Use at School:90%
Facilities Upkeep:68%

Attendance Rates (Metric 3.2)
All Students: 91.9%
English Learners: Not Available
Foster Youth: Not Available
Low Income: Not Available

Chronic Absenteeism (Metric 3.3)
All Students: decreased 5.9% from 31% to 25.2%
English Learners: decreased 5.3% from 27% to 21.7%
Foster Youth: Not available
Low Income: decreased 5.9% from 31.8% to 25.9%

Analysis Statement:
At the high school level "Supports and Engagement" revealed a pleasant surprise. All measures grew. School connectedness grew 2.4% to 49%. Caring adult relationships increase an amazing 8.5% to 49%. High expectations rose 10% to 63%. All measures of a non-threatening school remained in great standing above 90%, except for mean rumors at 80%. At the Middle School level, showed noticeable declines despite additional counseling, psychologists, and incentives. School Connectedness dropped 10% to 40%. The worst drop was caring relationships which fell 19% to 38%. These drops coincided with gains in academic motivation (1%), high expectations rose 10% to 71%, and meaningful participation, which rose 5% to 34%. Fear of school violence did not decrease significantly. At the Elementary Level, all measures remained at about 70%, except for school connectedness which dropped 4%. Fear of violence measures dropped to 56% overall, with noticeable drops of 11% for no mean rumors and a 16% drop for incidents of pushing. Through Extended Access to K-12 education, staff initiated student leadership into the after-school programs "learning hubs" at each site. During the regular school day, site leaders and counselors initiated leadership programs at their sites that would guide after-school activities on an after-school student advisory committee. Staff used materials and supplies for learning hubs at every school site while maintaining extended hours of operation. Materials and supplies allowed students to participate in art programs and project-based learning.

The attendance rate increased .3% to 91.9%. No data was available for student groups, but based on a lower chronic absence, all student groups improved their attendance. Chronic absence decreased for all student groups with the lowest improvement being 5.3% for English

Learners. The chronic absence rate declined for the second year in a row. The suspension rate rose to 5.7% by year's end 2024; however, local data from April 2025 indicates that GPUSD is on track for a 2% suspension rate. The Assistant Superintendent coordinated activities for school sites' after-school programs and summer programs.   Highly qualified staff worked with students to improve academics and school engagement and increase school connectedness. These moves allowed English Learners, Low-Income, and foster youth to bridge the engagement gaps. Their attendance rates rose, and suspensions fell during the 2024-2025 school year.

Action 6: Exceptional Parent Education
Effectiveness of Actions: Effective
Student groups: NA
Metrics: Metric 3.15: Participation in Adult Education Courses Metric 3.16: Adult Education Pathway Completers

Participation in Adult Education Courses (Metric 3.15)
SAN JOAQUIN ELEMENTARY
ESL: +16 from 28 to 44
High School GED: -15 from 39 to 24
Computer Literacy: +11 from 11 to 22
Fork Lift: NA
Truck Driving: NA

TRANQUILLITY HIGH SCHOOL
ESL: -2 from 20 to 18
Welding: NA
Forklift: +6 from 33 to 38
Residential Electrical: +3 from 22 to 25
Truck Driving: -26 from 27 to 1

CANTUA ELEMENTARY
ESL Citizenship: -29 from 29 to 0
Forklift: NA
Residential Electrical: NA
Basic Computer: +22 from 0 to 22

Total: 195
Maintained 150

Adult Education Pathway Completers (Metric 3.16)
Not available

Analysis Statement

Parent participation in adult education maintained the strong gains from the previous year. GPUSD provided many of the same courses as in years previous; however, truck driving was drastically reduced due to its cost per student. Parent need determined which classes were held at the particular sites. San Joaquin due to its size compared to other locations became the prime local. Student enrollment increased at San Joaquin by about 10 students. Enrollment at Tranquillity High School dropped about 20 students due to the reduction in truck driving. Tranquillity High's enrollment still reached 76 students. Cantua which is further away by location than other sites held a computer class instead of an ESL class. Cantua enrolled 22 students. Overall GPUSD maintained at least 150 students. There were 195 total students in the adult education program, supporting GPUSD's goal to educate and provide career pathways for parents to enrich their lives. These educational opportunities allowed English Learners, Low-Income, and Foster Youth students to bridge the engagement gap when they saw the value their parents place or education and careers.

Action 7: Transportation Home to School (2207)
Effectiveness of Action: Effective
Student Groups: All students
Metrics: Metric 3.2 Attendance (All Students); Metric 3.3 Chronic Absence (All Students)

Attendance Rates (Metric 3.2)
All Students: 91.9%
English Learners: Not Available
Foster Youth: Not Available
Low Income: Not Available

Chronic Absenteeism (Metric 3.3)
All Students: decreased 5.9% from 31% to 25.2%
English Learners: decreased 5.3% from 27% to 21.7%
Foster Youth: Not available
Low Income: decreased 5.9% from 31.8% to 25.9%

Analysis Statement
The attendance rate increased .3% to 91.9%. No data was available for student groups, but based on a lower chronic absence, all student groups improved their attendance. Chronic absence decreased for all student groups with the lowest improvement being 5.3% for English Learners. The chronic absence rate declined for the second year in a row. Providing free transportation to all students increased student attendance and lowered chronic absence.

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.

Action 3.2 Engagement Support Tier 2 was updated to add LREBG Funds. Changed 1 FTE certificated TOSA to 1 FTE Learning Director. Updated the action description to include alignment with the Learning Director in the increased/improved Section.

Action 3.3 GPUSD decided against hiring a behavior analyst, instead opting for an additional counselor. The intent to increase service was met. Updated the action language and the Increased/Improved Section to remove behavior analyst and add the counselor and the learning director--updated all language. Moved learning director to Action 3.2. Updated percentages in the needs statement.
Action 3.4 Updated percentages in the needs statement.
Action 3.5 Updated percentages in the needs statement.
Action 3.7 Transportation: Metric added 2025. Metric 3.2 Attendance and Metric 3.3 Chronic Absence.

Metric 3.1: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.2: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.3: Corrected the data year for the Target for Year 3 Outcome. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.4: Corrected the data year for the Target for Year 3 Outcome. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.5: Corrected Target for Year 3 Outcome and Removed the year from the current difference from the baseline. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.6: Corrected the data year for the Target for Year 3 Outcome. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.7: Corrected the data year for the Target for Year 3 Outcome. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.8: In Target from Year 3 Outcome, removed "Data Year 2023-2024."   Added "+" or "-" where necessary.
Metric 3.9: Removed the data year in the Current Difference from Baseline.
Metric 3.11: Added data years
Metric 3.12: Removed the data year in the Current Difference from Baseline. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.13: Deleted the data year in the "Target for Year 3 Outcome Box."   Updated Baseline and Year 1 target years.
Metric 3.14: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.15: Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 3.16: Corrected Baseline and Year 1 Outcome data year--they were the same. Removed the data year from the Current Difference from Baseline. Deleted the data year in the "Target for Year 3 Outcome Box." Updated 2025 Year 1 Outcome and data source: local indicator. Updated Target for Year 3 Outcome. Updated Difference from Baseline, separated into ESL and Healthcare. Updated students tracked: ESL/Citizenship; HSE/GED; CTE aligned to categories tracked in TopsPro from West Hills College.
Metric 3.17: Baseline and Year 1 Outcome data years were the same, corrected. Deleted the data year in the "Target for Year 3 Outcome Box."   Corrected "Year 1 Outcome"

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Exceptional Engagement Strategies	To provide exemplary engagement strategies at all sites, GPUSD will provide the Tier 1 Muli-Tiered System of Support with the following: Administrators and staff to ensure the following: 1. Every student's attendance is monitored to eliminate student drop-outs. 2. PBIS and/or Restorative Justice is used to reduce suspensions and expulsions. 3. Every student receives counseling for behavior and a referral to a psychologist when appropriate 4. Staff receive professional development for working with English Learners, Low-Income, Foster-Youth, and SPED students 5. Student School Connectedness increases 6. Parents and Family Engagement increases. 7. Parents and Education Partners are consulted through School Site Councils, English Learner Committees, District Committees.	$205,053.65	No
3.2	Engagement Support Tier 2	To provide exemplary Tier 2 engagement strategies at all sites, GPUSD will provide MTSS with the following: 1. Certificated teachers (TOSA) 2. Additional learning directors, counselors & psychologists 3. Instructional aides 4 Supplemental materials and supplies 5. Professional Development 6. Translators & Parent Involvement 7. Campus Monitors LREBG Based on the feedback from the needs assessments, GPUSD determined, after reviewing allowable LREBG expenditures, that supplemental materials were needed to increase student achievement in ELA and Math.	$638,801.57	Yes

Action #	Title	Description	Total Funds	Contributing
		LREB Grant. A (.5) Learning Director was added during the 2024-2025 school year to 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. Learning Directors monitor student progress and place students in Tier 2 interventions. Learning Directors will engage in PBIS and Restorative Justice Professional Learning at the site and district levels to bring cohesion to school sites and the district. Learning Directors will also ensure that behavior referrals to the office follow PBIS and Restorative Justice principles. LREB Grant. A (.5) Counselor was added during the 2024-2025 school year to 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. Counselors will be trained on how to refer students to psychologists if they determine that a student's behavior challenges might benefit from the services of a psychologist. Allowable Use C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Research shows that using needs-assessment–driven supplemental materials in ELA and Math accelerates learning gains for English Learners, Foster Youth, and Low-Income students by targeting specific skill gaps with evidence-based resources and scaffolds. Integrating a Learning Director and Counselor to deliver tiered interventions, trauma-informed counseling, PBIS, and Restorative Justice training is grounded in studies demonstrating that coordinated social-emotional supports and positive behavioral frameworks reduce disciplinary issues and boost academic engagement and achievement. LREBG Metrics: 2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI)		

Action #	Title	Description	Total Funds	Contributing
3.3	Engagement Intervention Tier 3	To support the need for Tier 3 Engagement intervention, the LEA will provide the following: 1. 2counselors 2 Supplemental materials and supplies 3. Professional Development	$5,000.00	Yes
3.4	Leadership Program	To provide additional Tier 2 engagement strategies at all sites, GPUSD will provide MTSS with the following: 1. Supplemental Curriculum 2. Students' Enrichment Opportunities	$5,000.00	Yes
3.5	Expanded Access to K-12 Education	To establish and maintain expanded access to K-12 education at all its sites, GPUSD will provide the following: Materials and Supplies to ensure the following: 1. The creation of learning hubs at every school site 2. Increase the enrollment of English Learners, Low-Income, and Foster Youth/Homeless students 3. Maintain extended hours of operation after the end of school and on Saturdays, and during holidays. 4. High-quality certificated and classified staff 5. Professional development in PBIS and/or Restorative Justice. 4. Counselors are available to provide academic planning 5. Psychologists are available to address trauma and inequities exacerbated by the pandemic 6. Parent and Family Engagement increases. 7. Parents and Education Partners are consulted through advisory committees.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Exceptional Parent Education	To maintain exceptional parent education, GPUSD will provide the following: Parent Education & Engagement The GPUSD Adult education staff will ensure the following: 1. A broad range of Adult Education courses 2. Adult education pathways to employment 3. Adult Education Fall and Spring Awards	$25,000.00	Yes
3.7	Transportation Home to School (2207)	GPUSD will continue to provide home to school transportation within the transportation boundaries for students to school related events. Metrics added 2025: Metric 3.2 Attendance (All students) Metric 3.3 Chronic Absece (All students)	$1,288,779.15	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
2024 Dashboard; No Color
2024 Educational Partner Input: Educational partners continue to see value in the additional counseling and support services.

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% Low-Income: 17.4%	All Students: 15.6%		All Students: 4% EL: 4% Hispanic:4%	All Students: -.4% English Learners: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 13.6% Data Year: 2023 Data Source: CDE Dashboard	English Learners: 15.4% Low Income: 14.3% Hispanic: 16.7% Data Year: 2024 Data Source: CDE Dashboard 2024		Low-Income: 4%	Low Income:-3.1% Hispanic: +3.1%
4.2	Chronic Absenteeism Rate	All Students: 85% EL: 83.3% LI: 84.2% SWD: NA Data Year: 2023 Data Source: DataQuest	All Students: 86.44% EL: 85.7% LI: 83.3% SWD: NA Data Year: 2024 Data Source: DataQuest		All Students: 15% EL: 15% Hispanic: 15% Low-Income: 15%	All Students: +2.4% EL: -.9% LI: -.9% SWD: NA Data Year: 2023 Data Source: DataQuest

Goal Analysis [2024-25]

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.

During the 2024-2025 school year, Golden Plains Unified implemented the equity multiplier for Rio Del Rey Continuation School. GPUSD was able to provide a new principal for Rio Del Rey with greater experience and ability to meet the needs of continuation students. The principal has employed behavior strategies as an alternative to suspension, especially strategies that address barriers to learning. The highly qualified instructor was able to provide RDR students with access to courses they need and provide additional support such as tutoring. Through Action 1, a new counselor was able to meet regularly with RDR students to provide academic counseling as well as social-emotional counseling. The counselor was also able to connect RDR students to one of the additional psychologists the district employed to meet the needs of at-risk students. The implementation of this action aligned perfectly with the district's plans to provide exceptional multi-tiered

support to our at-risk students at Rio Del Rey. One challenge was tracking chronic absence and suspension throughout the year. However, the district resolved that challenge by keeping records and sharing with the Rio Del Rey principal.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

Goal 4, Action 1: Academic Tier 2 Support
Effectiveness of Action(s): Very effective
Student Group(s): All students, English Learners, Low Income, Hispanic
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 decrease chronic absenteeism

Chronic Absence
GPUSD records
All students: -36.44% from 86.44% to 50%

Suspension Rate
All Students: .4% decrease from 16% to 15.6%
English Learners: 6% decrease from 21.4% to 15.4%
Low Income: 3.1% decrease from 17.4% to 14.3%
Hispanic: 3.1% increase from 13.6% to 16.7%

Academic Tier 2 support contributed to student engagement and connection to school life. The counselor provided exceptional academic counseling to students as well as a connection to services that support their mental and physical health. Such activities are already having a major impact on students. Preliminary district records indicate that RDR chronic absence will drop 30% and the suspension rate is close to 0. These activities allowed at-risk students to bridge the gap for student success in academics and school connectedness.

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.

GPUSD will make one adjustment in this goal. We need to monitor and provide tiered support on a weekly basis. For that reason, we will add a local metric for suspension and chronic absence.

Metric 4.1 Updated data source and target year. Deleted the data year in the "Target for Year 3 Outcome Box."
Metric 4.2 Updated data year and sources to include year 1 data.   Deleted the data year in the "Target for Year 3 Outcome Box."

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Tier 2 Support	EQUITY MULTIPLIER GOAL. 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 wth the online academic program because a counselor is not available to update their courses. Students also need additional social-emotional counseling. To meet the needs of the identified student groups, we will provide a counselor at Rio Del Rey. 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 & 3 intervention coach who can specifically target and address their learning gaps, according to the metrics provided.	$50,535.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,857,229	$928,651

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
46.978%	0.000%	$0.00	46.978%

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	**Action:** Enhanced Academic Conditions **Need:** According to state indicators for student outcomes and engagement, English Learners (EL), Low-Income (LI) Students, and homeless students need targeted College and Career Readiness monitoring. Data shows that GPUSD English Learners, Low-Income Students, and Homeless students enroll in a	To provide enhanced academic conditions, Golden Plains Unified will provide the following: Academic Services Director District office staff for data and attendance Computer Based Monitoring systems Professional Development 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	Access to a Broad Course of Study (Metric 1.4) All Students, English Learners, Low-Income, and Foster students. CCI Indicator (Metric 2.21) All Students, English Learners, Low-Income, and Foster students.

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
	broad course of study and college-ready courses at a lower rate than students across Fresno County. 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. 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. 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. **Scope:** LEA-wide	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. Staff Professional Development: 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/Assistant Superintendent 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. 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 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.	GPSD will report on timely purchases of these tools and teacher training through its inventories for supplies and materials (metrics 1.5 & 1.6).

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
		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.	
1.4	**Action:** Enhanced Technology Services **Need:** 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. 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 often do not receive access to the latest Chromebooks/laptops. 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. **Scope:**	To enhance the district's technology needs, GPUSD will provide the following: 1. Additional Technology staffing 2. Technology materials & supplies 3. Technology Professional Development 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 their engagement in a broad course of study that includes technology integration. 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	CAASPP ELA (Metric 2.1) All Students, EL, FY, and LI English Learner Progress (Metric 2.3) EL & LTELs Percentage of Seniors meeting A-G requirements (Metric 2.10)All Students, EL, FY, and LI Percentage of Seniors completing at least 1 CTE Pathway (Metric 2.11) All Students, EL, FY, and LI

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	such as headphones to allow EL students to practice listening skills. 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.	
1.6	**Action:** Additional Health Services **Need:** 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 absence and an overall lower attendance rate than all students. 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 heath-related referrals. **Scope:** LEA-wide	These provisions will address the identified healthcare gaps by ensuring: Additional Health Aides: More health aides will ensure that the identified students receive timely medical attention and support, reducing the waiting time for assistance and improving overall student health and safety. Supplies and Materials: 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. Services: 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. Professional Development: 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.	Attendance Rates (Metric 3.2) All Students, FY, and LI Chronic Absenteeism (Metric 3.3) All Students, FY, and LI Additional Health Services (Metric 1.11) Number of students served

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
		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. 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	
1.8	**Action:** Staff, Facilities, Materials, & Supplies for Extended Day **Need:** 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 needs 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. Students and parents reported a desire to participate in campus activities with their children after school and at other school	To provide enhanced facilities for extended day opportunities, GPUSD will implement several key strategies: 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. 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. 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	Attendance Rates (Metric 3.2) All Students, FY, EL, and LI Chronic Absenteeism (Metric 3.3) All Students, FY, EL, and LI CAST Science (Metric 2.18) All Students, FY, EL, and LI Educational Partner Input

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
	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. **Scope:** LEA-wide	includes training in areas such as project-based learning, student engagement strategies, and cultural competency to better serve diverse student populations. None of the work being done is considered routine or regular maintenance. All school sites need improvements to serve better EI, FY, and LI students' needs and allow schools to provide additional extended day opportunities and hours. 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. 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. While this action is specifically created to support the identified needs of foster youth, English Learners, and low-income students, it is being	

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
		provided district-wide because all students will benefit.	
2.2	**Action:** Academic Tier 2 Support (2102) **Need:** NEED: 2023 CA Dashboard Indicators: ELA CAASP ELs: Orange Low Income: Orange Foster Youth: Orange Math CAASP ELs: Orange Low Income: Orange Foster Youth: Orange English Progress: 10% making progress 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 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.	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. 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. 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	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

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
	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: 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. 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. 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. 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.	facilitate progress in fundamental math and reading abilities. This position is the arbiter of equity. 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 & 3 intervention coach who can specifically target and address their learning gaps, according to the metrics provided. 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. 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. Supplemental materials meet the unique needs of these students once GPUSD instructs and assesses them because the supplemental materials address their specific learning gaps.	

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
	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. **Scope:** LEA-wide	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 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. (1) Teachers will be provided with professional development for Tier 1 instruction in math, ELA, and English Learner instruction; (2) Teachers will be provided with more professional learning time throughout the day; (3) Administrators will prive PD in how to improve instructions and PLCs; (4) Counselors will receive training so they can provide academic counseling for ELs, LI, and FY students; (5) Instructional Aides will receive training on small group instruction for ELs, Low-Income, Foster-Youth-Homeless. (6) Librarians will	

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
		receive professional development to provide decodable readers and level-readers that meet the unique needs of EL, Low-Income, and Foster-Youth. 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.	
2.3	**Action:** Academic Tier 3 Intervention **Need:** As demonstrated on the GPUSD 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 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. 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: Tier 3 intervention is crucial for English Learners (ELs), Foster-Youth (FY), and Low	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. 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 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. 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	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

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
	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. 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. 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. 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. 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	ensure students can access grade-level course work and standards. Supplemental materials meet the unique needs of these students once GPUSD instructs and assesses them because the supplemental materials address their specific learning gaps. 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. (1) Teachers need professional development for Tier 2 and 3 instruction in math, ELA, and English 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. 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.	

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	3, especially for English Learners, low-income youth, and Foster Youth. Educational partners highly recommended additional supplies and materials that extend reading and math instruction and/or provide additional opportunities for project-based-learning. **Scope:** LEA-wide		
2.5	**Action:** Career & Technical Education Program **Need:** 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 at 7%, highlighting the need for focused interventions to support their academic progress. 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. A needs assessment revealed that English Learners (ELs) require enhanced opportunities and resources to expand access to project-	To meet EL's needs, we will provide CTE-certified teachers, materials/supplies, and professional development. 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) 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.	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. April 2025, Added the following metrics: 2.10 Percentage of Seniors meeting A-G requirements (ELs) 2.11 Percentage of Seniors completing at least 1 CTE Pathway (ELs) 2.12 Percentage of Seniors completing a CTE

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
	based learning and Career and Technical Education (CTE) offerings. These supports are essential for improving their College and Career Readiness, ensuring they acquire practical skills and knowledge relevant to their future educational and career aspirations.

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.

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.

Parents are concerned that teachers do not have the requisite skills to teach English Learners.

Scope:
  Schoolwide | 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 the site English Learners Advisory Committee and the District English Learners Advisory Committee so those committees can evaluate how EL needs are being met.

Staff will use additional supplies and materials to extend reading instruction and/or provide additional opportunities for project-based learning.

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. | pathway and meeting A-G requirement (ELs) 2.25 All Other Interim Assessments Completed. (ELs) |

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
2.6	**Action:** Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111) **Need:** 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. 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: 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. Teachers also report they need professional development addressing incorporating more hands-on learning experiences in the classroom. Additional supplies and materials	We will provide STEAM-certified teachers, materials/supplies, and professional development to meet the needs of the identified student groups. 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. 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. 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 engagement of these student groups, ultimately preparing them for future educational and career opportunities in STEAM fields.	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 April 2025, Added the following metrics: 2.10 Percentage of Seniors meeting A-G requirements (all students, EL, FY, LI) 2.11 Percentage of Seniors completing at least 1 CTE Pathway (all students, EL, FY, LI) 2.12 Percentage of Seniors completing a CTE pathway and meeting A-G requirement (all students, EL, FY, LI) 2.25 All Other Interim Assessments Completed. (all students, EL, FY, LI)

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
	that extend reading instruction and provide opportunities for project-based learning in STEAM courses are also needed. **Scope:** LEA-wide	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. Staff will use additional supplies and materials to extend reading instruction and/or provide additional opportunities for project-based learning. 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.	
2.8	**Action:** Visual and Performing Arts Program **Need:** According to state indicators for student outcomes and engagement (CAASP ELA, CCI & Attendance, Chronic Absence) English Learners, Foster Youth, and Low-Income students face challenges learning skills and concepts in the classroom related to the Visual and Performing Arts (VAPA). Many are Long Term English Learners, and the Reclassification rate stands at 7%. 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.	GPUSD will provide additional VAPA teachers, materials/supplies, and professional development to meet the needs of the identified student groups. 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 professional development to provide Tier 2 intervention in integrated ELA instruction. 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.	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 April 2025, Added the following metrics: 2.25 All Other Interim Assessments Completed. (all students, EL, FY, LI)

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
	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. 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. **Scope:** LEA-wide	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. 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. Teacher professional development and support will focus on enhancing critical thinking, problem-solving, and creativity and providing equitable access to VAPA. Staff will use additional supplies and materials to extend reading instruction and/or provide additional opportunities for project-based learning. 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.	
2.9	**Action:** Agriculture Program	GPUSD will provide additional agriculture instructors, materials/supplies, and professional	2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI)

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
	Need: According to state indicators for student outcomes and engagement (CAASPP ELA & 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 7%. 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 experiences that are relevant to their future career interests in agriculture. 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. 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.	development to meet the needs of the identified student groups. 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. 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. 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. Teacher professional development and support will focus on enhancing critical thinking, problem-solving, and creativity and providing equitable	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 April 2025, Added the following metrics: 2.10 Percentage of Seniors meeting A-G requirements (all students, EL, FY, LI) 2.11 Percentage of Seniors completing at least 1 CTE Pathway (all students, EL, FY, LI) 2.12 Percentage of Seniors completing a CTE pathway and meeting A-G requirement (all students, EL, FY, LI) 2.25 All Other Interim Assessments Completed. (all students, EL, FY, LI)

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
	Scope: Schoolwide	access to advanced resources and real-world applications in agriculture. Staff will use additional supplies and materials to extend reading instruction and/or provide additional opportunities for project-based learning. 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.	
2.10	**Action:** Athletics Program **Need:** 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. 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. GPUSD teachers and instructional staff reported the need for targeted PE/recreational	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. 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. 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. 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.	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 GPUSD expects that EL, Low-Income, Hispanic, and Foster Youth student scores on interim PE assessments and state physical fitness tests will increase. This action is specifically created to support the identified needs of English Learners, low-income students, and foster youth; however, because we

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
	activities for these students because there are few sports or recreational activities for them in the Golden Plains area. 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. 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. Also needed are additional supplies and materials that allow teachers to provide students with a variety of PE activities. **Scope:** LEA-wide	Staff will use additional supplies and materials to enhance PE instruction for EL, LI, and FY students. 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.	believe all students will benefit, this action is being provided district-wide. April 2025, Added the following metric: 2.25 All Other Interim Assessments Completed. (all students, EL, FY, LI)
2.11	**Action:** Lower Class Size **Need:** 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, Foster-Youth, and students statewide. Based on a local needs assessment, the gap reflects inequities that must be addressed to ensure	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	2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI) 1.1: Highly Qualified Teachers 2.3: EL Progress 2.4: Reclassification Rate 2.7-2.9 (all students, EL, FY, LI) Educational Partner Input.

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
	the identified student groups have equitable access to a quality education and opportunities for success.

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:

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.

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.
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.
3. English learners (EL) struggle to make progress due to limited access to quality language instruction, insufficient support in mastering vocabulary, grammar, and | 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.

Additional site personnel will 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 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.

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. | 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.

LREBG metrics:
2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI)
1.1: Highly Qualified Teachers
2.3: EL Progress
2.4: Reclassification Rate
2.7-2.9 (all students, EL, FY, LI)
Educational Partner Input. |

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
	pronunciation, and a lack of opportunities for meaningful practice and immersion in English-speaking environments. **Scope:** LEA-wide		
2.12	**Action:** Targeted ELA Academic Support **Need:** 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. 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. 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. In addition, education partners also stated a need for additional support and monitoring	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. 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. 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. 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. 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	San Joaquin Elementary 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

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
	systems to track student progress for the identified student groups at this school site. **Scope:** Schoolwide	all Hispanic students and all students below proficiency to benefit, this action is provided on a school-wide basis.	
2.13	**Action:** Targeted Math Academic Support **Need:** 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. 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. 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	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. 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. 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. 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. 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	Tranquillity Elementary All Students, LI, Hispanic, LI Hispanic, EL (CAASP ELA & ELA Distance from Standard) 2.2 Math CAASPP (EL, LTEL) Educational Partner Feedback

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
	partners also stated a need for additional support and monitoring systems to track student progress for the identified student groups. **Scope:** Schoolwide	below proficiency to benefit, this action is provided on a school-wide basis.	
3.2	**Action:** Engagement Support Tier 2 **Need:** 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. 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. 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. Furthermore, GPUSD educators, including teachers, classified staff, learning directors,	To provide exemplary Tier 2 engagement strategies at all sites, GPUSD will provide MTSS with the following: 1. Certificated teachers (TOSA) 2. Additional learning directors, counselors & psychologists (changed 1 FTE certificated TOSA to 1 FTE Learning Director) 3. Instructional aides 4 Supplemental materials and supplies 5. Professional Development 6. Translators 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. Additional Learning Directors, Counselors, and Psychologists: Having more certified professionals available allows for increased support for the socio-emotional needs of EL, FY, and LI students.	Metric 3.1 Student Extracurricular Engagement (All Students, EL, FY, LI) Metric 3.2 Attendance Rate (All Students, EL, FY, LI) Metric 3.3 Chronic Absence (All Students, EL, FY, LI) Metric 3.4 Suspension Rate (All Students, EL, FY, LI) LREBG: Metric 3.1 Student Extracurricular Engagement (All Students, EL, FY, LI) Metric 3.2 Attendance Rate (All Students, EL, FY, LI) Metric 3.3 Chronic Absence (All Students, EL, FY, LI)

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
	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. 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. **Scope:** LEA-wide	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. Learning Directors 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 behavioral challenges might benefit from the services of a psychologist. Learning Directors will engage in PBIS and Restorative Justice Professional Learning at the site and district levels to bring cohesion to school sites and the district. Learning Directors will also ensure that behavior referrals to the office follow PBIS and Restorative Justice principles. 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. 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.	Metric 3.4 Suspension Rate (All Students, EL, FY, LI)

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
		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 complete the PBIS and Restorative Justice frameworks. 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. Translators & 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	

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
		participate and contribute to discussions regarding their child's behavioral needs. 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.	
3.3	**Action:** Engagement Intervention Tier 3 **Need:** According to state indicators for student outcomes and engagement, English Learners, Low Income, and Foster Youth/Homeless students face challenges learning behavioral skills and concepts in the classroom. These students have higher rates of chronic absence, suspension, and expulsion than all. 19% of high school students and 34% of middle schools reported school being meaningful. Low-income students were 25.9% chronically absent, and the high school dropout rate for ELs was .24% A needs assessment reveals a critical need for Tier 3 behavioral support from counselors 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 comprehensive behavior assessment, individualized behavior	To support the need for Tier 3 Engagement intervention, the LEA will provide the following: 1. 2 counselors 2. Supplemental materials and supplies 3. Professional Development Counselors will provide targeted support for EL, FY, and LI students through pull-out 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, counselors will work with families to ensure effective strategies are implemented at home and school. Counselors will work with 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.	GPUSD expects that student outcomes through PBIS and/or Restorative Justice programs will improve the following metrics 3.3 Chronic Absence Rate (All Students, EL, FY, and LI Students) 3.4 Suspension Rate (All Students, EL, FY, and LI Students) 3.5 Expulsion Rate (All Students, EL, FY, and LI Students) 3.6 High School Dropout Rate (All Students, EL, FY, and LI Students) 3.7 Expulsion Rate (All Students, EL, FY, and LI Students)

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
	intervention plans, and ongoing consultation to empower educators and support staff in effectively managing and addressing challenging behaviors. **Scope:** LEA-wide	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 complete the PBIS and Restorative Justice frameworks effectively. Professional Development: To meet these student needs, all 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. 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. 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.	

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
3.4	**Action:** Leadership Program **Need:** On School Connectedness Surveys, English Learners and Low-Income students express alarming results: Less than 50% of students in grades 7-12 feel school-connected. Less than 50% of students in grades 9-12 report a caring adult relationship Less than 34% of all students in grades 5-12 report meaningful participation. 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. **Scope:** LEA-wide	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. By teaching students self-efficacy, GPUSD expects to improve students' sense of school connectedness. 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.	GPUSD expects that student survey results on School Connectedness will improve. 3.8: School Connectedness Surveys (All Students, EL, LI)
3.5	**Action:** Expanded Access to K-12 Education **Need:** 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	Materials and Supplies to ensure the following: 1. The creation of learning hubs at every school site 2. Increase the enrollment of English Learners, Low-Income, and Foster Youth/Homeless students 3. Maintain extended hours of operation after the end of school on Saturdays and during holidays.	GPUSD expects that student survey results on School Connectedness will improve. School Connectedness Surveys (Metric 3.8) All Students, FY, EL, and LI

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
	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. On School Connectedness Surveys, English Learners and Low-Income students express alarmingly results: Less than 50% of students in grades 7-12 feel school-connected. Less than 50% of students in grades 9-12 report a caring adult relationship Less than 34% of all students in grades 5-12 report meaningful participation. 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. **Scope:**	4. High-quality certificated and classified staff 5. Professional development in PBIS and/or Restorative Justice. 4. Counselors are available to provide academic planning 5. Psychologists are available to address trauma and inequities exacerbated by the pandemic 6. Parent and Family Engagement increases. 7. Parents and Education Partners are consulted through advisory committees. 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 activities using a standards-based curriculum found in regular schools. 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.	Attendance Rates (Metric 3.2) All Students, FY, EL, and LI Chronic Absenteeism (Metric 3.3) All Students, FY, EL, and LI

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		
3.6	**Action:** Exceptional Parent Education **Need:** 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 similar difficulties with reading and math starting in TK and Kindergarten. 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. **Scope:** LEA-wide	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 among low-income and English Learner student demographics. 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. 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. 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.	Metric 3.15: Participation in Adult Education Courses Metric 3.16: Adult Education Pathway Completers

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** English Learner & Long Term English Learner Program (2107) **Need:** 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 7%. 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. 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 opportunities for meaningful practice and immersion in English-speaking environments. Based on a needs assessment, Long-Term English Learners (LTELs) often struggle with	To meet the needs of ELs and LTELs student groups, we will provide Certificated ELD teachers, ELD Certificated administrators & counselors, ELD Instructional aides, ELD Supplemental materials and supplies, and ELD Professional Development.. 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. 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. English Learner Instructional aides will provide support by working with EL and LTEL students who meet or exceed standards allowing teachers to focus on students who need additional support. Administrators will foster Professional Learning at both the site and district levels by creating collaborative communities focused on the unique	2.1 & 2.2 ELA & 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. 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. Additional Educational Partner Feedback: Parents are concerned that teachers do not have the requisite skills to teach English Learners. An administrator found that English Learner Interim Assessments were not being used to direct teacher instruction. **Scope:** Limited to Unduplicated Student Group(s)	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. 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 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. This action is specifically designed to support the identified needs of ELs and LTELs.	

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-promise 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 2: Academic Tier 2 Support: 2 (.5 FTE) Instructional Aides; 1 (FTE) Librarian Aide; 1 (.5FTE) Librarian Aide
Goal 2, Action 4: English Learner & LTEL Program. 1 (.25 FTE) ELD Instructor; 1 (.5 FTE) ELD Instructional Aide
Goal 2, Action 11: Class Size Reduction. 1 (.5FTE) Instructor; 2 (FTE) Instructors
Goal 3, Action 2: Engagement Support Tier 2.1 (.5 FTE) Guidance Instructional Leader; 1 (FTE) Campus Monitor

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

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

2025-26 Total Planned 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	14,596,686	6,857,229	46.978%	0.000%	46.978%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,388,477.71	$752,252.90	$0.00	$0.00	$23,140,730.61	$18,086,680.86	$5,054,049.75

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	$7,549,719.94	$1,142,000.00	$8,691,719.94				$8,691,719.94	
1	1.2	Enhanced Academic Conditions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$414,728.51	$89,280.68	$504,009.19				$504,009.19	
1	1.3	Technology Department (2202)	All	No			All Schools		$329,699.86	$377,014.67	$706,714.53				$706,714.53	
1	1.4	Enhanced Technology Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$231,449.42	$219,388.00	$450,837.42				$450,837.42	
1	1.5	Health Services	All Students with Disabilities	No					$112,983.16	$5,000.00	$76,104.04	$41,879.12			$117,983.16	
1	1.6	Additional Health Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$313,023.25	$10,000.00	$10,000.00	$313,023.25			$323,023.25	
1	1.7	Facility Maintenance (2401)	All	No			All Schools		$1,552,595.83	$452,217.55	$2,004,813.38				$2,004,813.38	
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		$0.00	$1,600,000.00	$1,600,000.00				$1,600,000.00	
1	1.9	Technical Assistance for Administrators and Teachers	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							K-12									
2	2.1	Exceptional Academic Instruction	All	No			All Schools		$1,682,645.06	$125,000.00	$1,807,645.06				$1,807,645.06	
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		$967,630.58	$557,112.20	$1,466,742.78	$58,000.00			$1,524,742.78	
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	$15,000.00	$15,000.00				$15,000.00	
2	2.4	English Learner & Long Term English Learner Program (2107)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$741,209.54	$10,000.00	$751,209.54				$751,209.54	
2	2.5	Career & Technical Education Program	English Learners	Yes	School wide	English Learners	Specific Schools: Tranquillity High School 9-12		$0.00	$10,000.00	$10,000.00				$10,000.00	
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		$77,399.81	$500.00	$77,899.81				$77,899.81	
2	2.7	Special Education Certificated Staff (2112)	Students with Disabilities	No			All Schools		$724,806.46	$0.00	$724,806.46				$724,806.46	
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	$5,000.00	$5,000.00				$5,000.00	
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		$105,377.98	$20,000.00	$125,377.98				$125,377.98	
2	2.10	Athletics Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$239,745.03	$0.00	$239,745.03				$239,745.03	

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	2.11	Lower Class Size		Yes	LEA-wide		All Schools		$1,222,033.71	$0.00	$1,084,523.37	$137,510.34			$1,222,033.71	
2	2.12	Targeted ELA Academic Support	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: San Joaquin Elementary		$0.00	$5,000.00	$5,000.00				$5,000.00	
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					$205,053.65	$0.00	$205,053.65				$205,053.65	
3	3.2	Engagement Support Tier 2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$571,801.57	$67,000.00	$487,496.38	$151,305.19			$638,801.57	
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	$5,000.00	$5,000.00				$5,000.00	
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	$25,000.00	$25,000.00				$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Transportation Home to School (2207)	All	No					$994,242.50	$294,536.65	$1,288,779.15				$1,288,779.15	
4	4.1	Academic Tier 2 Support	All All students, SED, English Leaners, Hispanic	No			Specific Schools: Rio Del Rey Grades 9-12		$50,535.00	$0.00		$50,535.00			$50,535.00	

2025-26 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
14,596,686	6,857,229	46.978%	0.000%	46.978%	$6,877,841.50	0.000%	47.119 %	**Total:**	$6,877,841.50
								LEA-wide Total:	$5,981,253.98
								Limited Total:	$751,209.54
								Schoolwide Total:	$145,377.98

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	$504,009.19	
1	1.4	Enhanced Technology Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,837.42	
1	1.6	Additional Health Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$10,000.00	
1	1.8	Staff, Facilities, Materials, & Supplies for Extended Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600,000.00	
2	2.2	Academic Tier 2 Support (2102)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,466,742.78	
2	2.3	Academic Tier 3 Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.4	English Learner & Long Term English Learner Program (2107)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$751,209.54	

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	2.5	Career & Technical Education Program	Yes	Schoolwide	English Learners	Specific Schools: Tranquillity High School 9-12	$10,000.00	
2	2.6	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,899.81	
2	2.8	Visual and Performing Arts Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.9	Agriculture Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tranquillity High School 9-12	$125,377.98	
2	2.10	Athletics Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$239,745.03	
2	2.11	Lower Class Size	Yes	LEA-wide		All Schools	$1,084,523.37	
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: Tranquility Elementary	$5,000.00	
3	3.2	Engagement Support Tier 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$487,496.38	
3	3.3	Engagement Intervention Tier 3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.4	Leadership Program	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
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	$25,000.00	

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 (%)
						Elementary, Cantua Elementary, Tranquillity High School		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,626,012.00	$22,626,012.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Exceptional Academic Conditions	No	$7,418,408.00	7418408
1	1.2	Enhanced Academic Conditions	Yes	$434,819.00	434,819
1	1.3	Technology Department (2202)	No	$319,673.00	319,673
1	1.4	Enhanced Technology Services	Yes	$627,945.00	627,945
1	1.5	Health Services	No	$153,803.00	153,803
1	1.6	Additional Health Services	Yes	$5,000.00	5,000
1	1.7	Facility Maintenance (2401)	No	$1,906,020.00	1,906,020
1	1.8	Staff, Facilities, Materials, & Supplies for Extended Day	Yes	$2,300,000.00	2300000
2	2.1	Exceptional Academic Instruction	No	$1,755,697.00	1755697

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Academic Tier 2 Support (2102)	Yes	$1,472,584.00	1,472,584
2	2.3	Academic Tier 3 Intervention	Yes	$275,000.00	275,000
2	2.4	English Learner & Long Term English Learner Program (2107)	Yes	$246,514.00	246514
2	2.5	Career & Technical Education Program	Yes	$401,000.00	401,000
2	2.6	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	Yes	$182,348.00	182348
2	2.7	Special Education Certificated Staff (2112)	No	$1,645,000.00	1645000
2	2.8	Visual and Performing Arts Program	Yes	$10,000.00	10,000
2	2.9	Agriculture Program	Yes	$110,553.00	110,553
2	2.10	Athletics Program	Yes	$278,868.00	278,868
2	2.11	Lower Class Size	Yes	$1,370,000.00	1370000
2	2.12	Targeted ELA Academic Support	Yes	$5,000.00	5000
2	2.13	Targeted Math Academic Support	Yes	$5,000.00	5000
2	2.14	Targeted Academic Support	No	$5,000.00	5000

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	3.1	Exceptional Engagement Strategies	No	$202,780.00	202,780
3	3.2	Engagement Support Tier 2	Yes	$625,000.00	625,000
3	3.3	Engagement Intervention Tier 3	Yes	$10,000.00	10,000
3	3.4	Leadership Program	Yes	$5,000.00	5000
3	3.5	Expanded Access to K-12 Education	Yes	$5,000.00	5,000
3	3.6	Exceptional Parent Education	Yes	$50,000.00	50,000
3	3.7	Transportation Home to School (2207)	No	$750,000.00	750,000
4	4.1	Academic Tier 2 Support	No	$50,000.00	50000

2024-25 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)
6,798,199	$8,419,631.00	$8,419,631.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Enhanced Academic Conditions	Yes	$434,819.00	434,819		0
1	1.4	Enhanced Technology Services	Yes	$627,945.00	627,945		0
1	1.6	Additional Health Services	Yes	$5,000.00	5,000		0
1	1.8	Staff, Facilities, Materials, & Supplies for Extended Day	Yes	$2,300,000.00	2300000		0
2	2.2	Academic Tier 2 Support (2102)	Yes	$1,472,584.00	1,472,584		0
2	2.3	Academic Tier 3 Intervention	Yes	$275,000.00	275,000		0
2	2.4	English Learner & Long Term English Learner Program (2107)	Yes	$246,514.00	246514		0
2	2.5	Career & Technical Education Program	Yes	$401,000.00	401000		0
2	2.6	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	Yes	$182,348.00	182348		0
2	2.8	Visual and Performing Arts Program	Yes	$10,000.00	10,000		0
2	2.9	Agriculture Program	Yes	$110,553.00	110553		0
2	2.10	Athletics Program	Yes	$278,868.00	278868		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	2.11	Lower Class Size	Yes	$1,370,000.00	1370000		0
2	2.12	Targeted ELA Academic Support	Yes	$5,000.00	5000		0
2	2.13	Targeted Math Academic Support	Yes	$5,000.00	5000		0
3	3.2	Engagement Support Tier 2	Yes	$625,000.00	625000		0
3	3.3	Engagement Intervention Tier 3	Yes	$10,000.00	10,000		0
3	3.4	Leadership Program	Yes	$5,000.00	5,000		0
3	3.5	Expanded Access to K-12 Education	Yes	$5,000.00	5,000		0
3	3.6	Exceptional Parent Education	Yes	$50,000.00	50,000		0

2024-25 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)
14,433,590	6,798,199	5.981%	53.081%	$8,419,631.00	0.000%	58.334%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;

  - **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; and

- For charter schools, see *Education Code* Section 47606.5.

- **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.

    o 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.

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.

    o 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,

    o 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:

  o 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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

  o 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.

- o 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.

    - o 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.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

  - o 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.

  - o 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.

  - o 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.

  - o **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

For English Learners and Long-Term English Learners

- 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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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