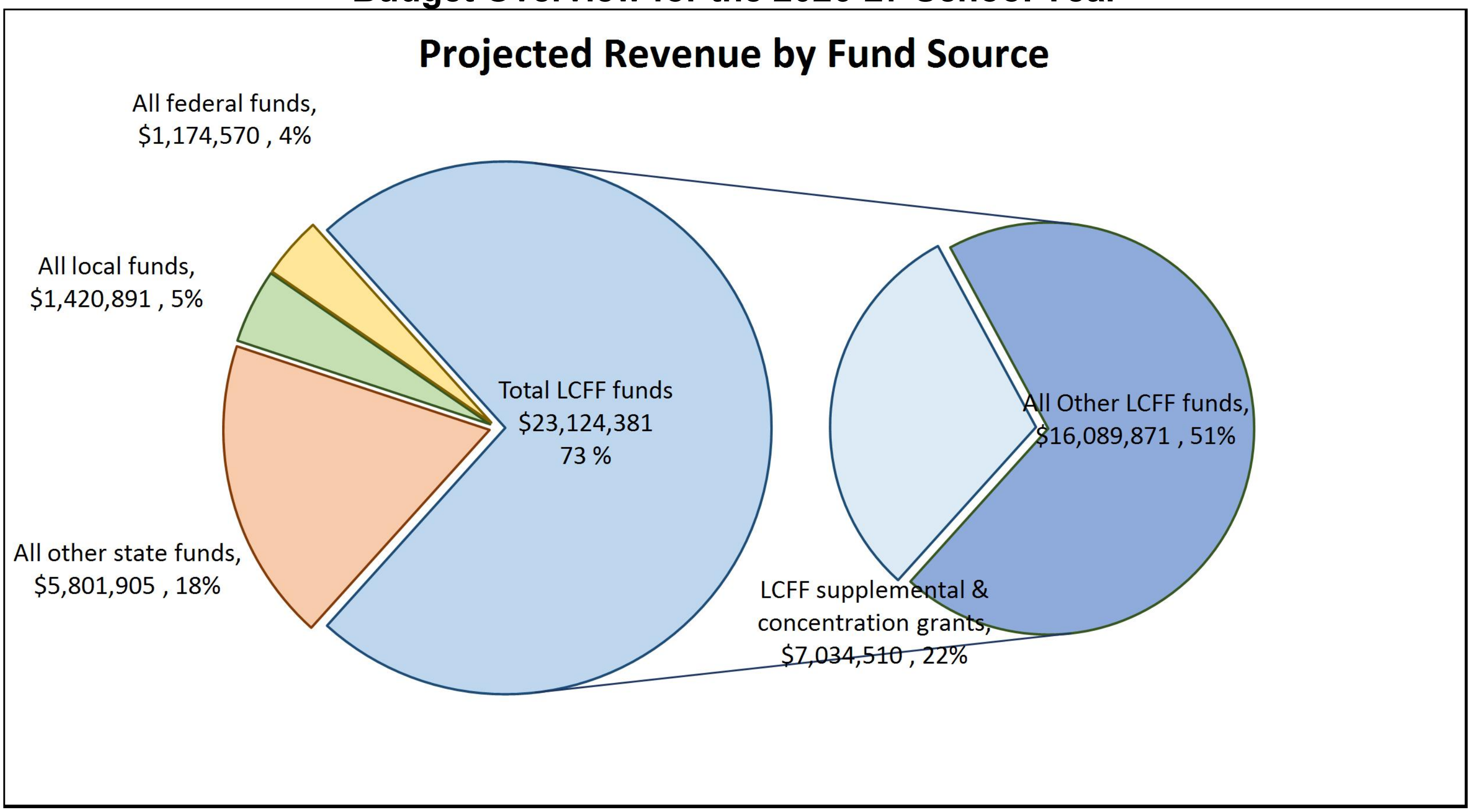
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Plains Unified School District
CDS Code: 10-75234
School Year: 2026-27
LEA contact information:
Joe Trejo
Director of State and Federal Programs
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 2026-27 School Year

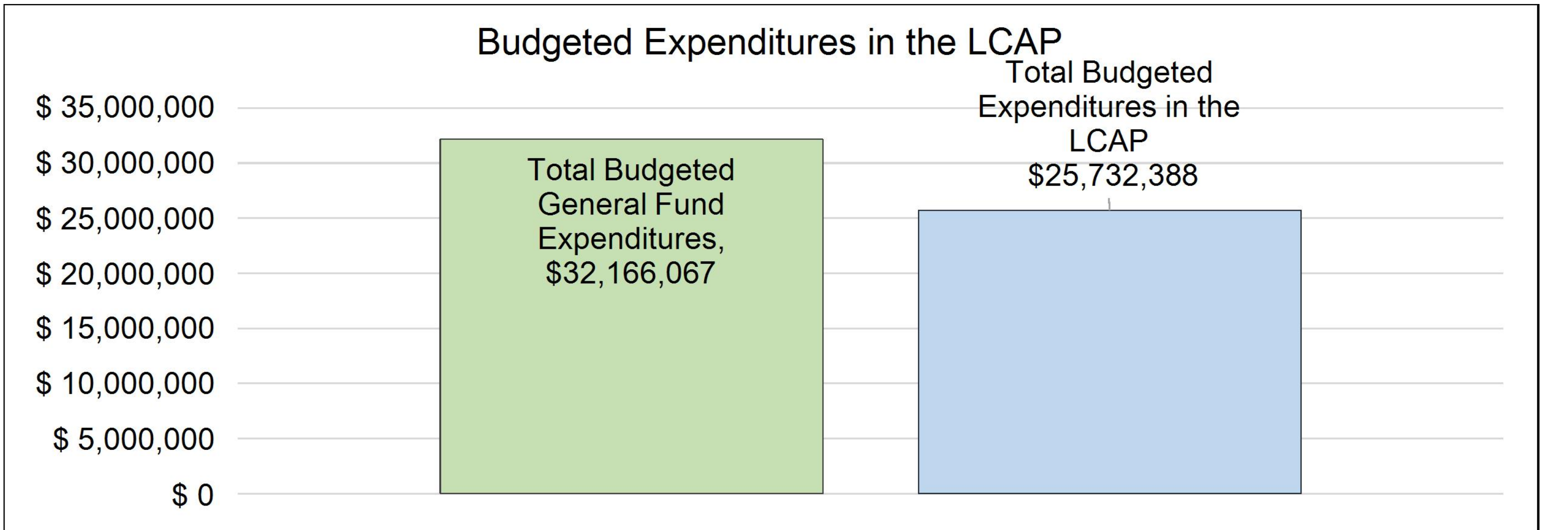


This chart shows the total general purpose revenue Golden Plains Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Plains Unified School District is $31,521,747, of which $23,124,381 is Local Control Funding Formula (LCFF), $5,801,905 is other state funds, $1,420,891 is local funds, and $1,174,570 is federal funds. Of the $23,124,381 in LCFF Funds, $7,034,510 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Golden Plains Unified School District plans to spend for 2026-27. 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 $32,166,067 for the 2026-27 school year. Of that amount, $25,732,388 is tied to actions/services in the LCAP and $6,433,679 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

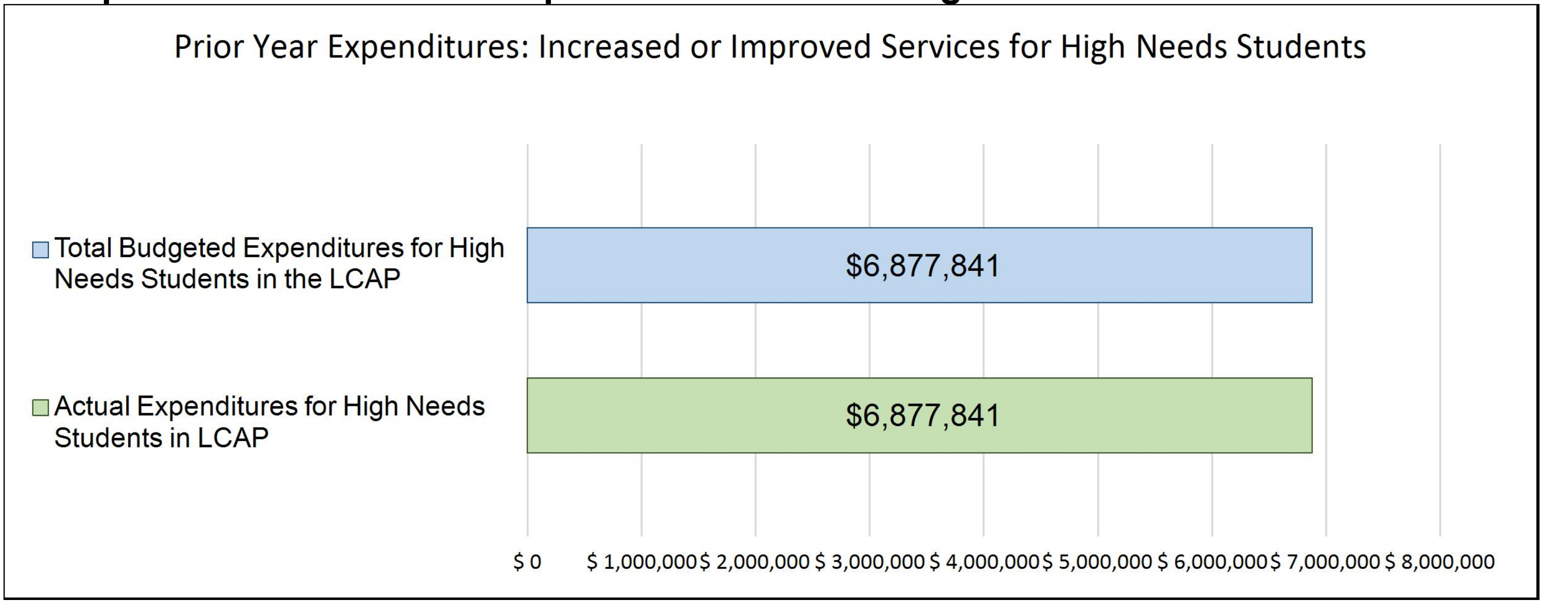
The budgeted expenditures that are not in the LCAP will be used to fully fund all expenditures to meet the needs of students with disabilitiies and daily operational needs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Golden Plains Unified School District is projecting it will receive $7,034,510 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 $7,100,953 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 2025-26



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 2025-26, Golden Plains Unified School District's LCAP budgeted $6,877,841 for planned actions to increase or improve services for high needs students. Golden Plains Unified School District actually spent $6,877,841 for actions to increase or improve services for high needs students in 2025-26.

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 Programs	jtrejo@gpusd.org (559) 693-1115

Plan Summary [2026-27]

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.

For the 2026-2027 school year, Golden Plains Unified School District (GPUSD) will continue to build on the strong foundation set in 2023-2024. Tranquility High School (THS), considered our flagship, made outstanding gains in English Language Arts and math (2025). Under the direction of Principal Louie Vallejo, THS earned respect in the community for preparing English Learners and providing all students with a wide array of courses in Career and Technical Education (CA Dashboard 2025). Another major success was Tranquillity Elementary School, which maintained its upward trend in ELA and math (CA Dashboard, 2025). Principal Matt Kinnunen, the 2026 Administrator-of-the-Year, continued the success using Impact Teams, a professional development model now being implemented district-wide. District-wide, English Learners improved on the ELPAC and reclassified all English Learners at 13.6%. In addition, GPUSD facilities improved tremendously. Students and parents noticed improvement in our fields and classrooms. In a Healthy Kids Survey, the number of students in middle school and high school who agreed or strongly agreed with the direction of GPUSD facilities grew 13.5% and 22%, respectively. Chief Business Officer Victor Martinez's main goal was to provide the best facilities possible to students. During the 2025-2026 GPUSD built on these successes to support all students in the LCAP.

GPUSD still faces challenges with implementing its LCAP. Like many other school districts in California, GPUSD is facing declining enrollment on a drastic scale. Since 2015, enrollment has declined roughly from 1,814 to 1,340 in 2025-2026. Located on the west side of Fresno County, GPUSD serves 1,340 students from Transitional Kindergarten to Grade 12, not including an additional 200 adults in its adult education program. Four rural communities feed into GPUSD (community populations in parentheses): Cantua Creek (438-532); Helm (451, numbers vary); San Joaquin (3,644); and Tranquillity (639-686). Student enrollment funds the district, and declining enrollment poses issues with sustaining programs that support student learning and college and career readiness.

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) with high poverty and a majority of English learners. 1,310 students or 96.9% come from low-income families, and 656 (48.5%) students are English Learners. Low-Income students need high-quality instructors to prepare them for college or career and allow them to advance out of poverty. GPUSD provides teachers with an excellent salary and benefit plan. GPUSD also provides teachers with required professional development throughout the school year to ensure state standards are met. Professional Development helps teachers understand how to build positive relationships with students to improve attendance and keep suspensions low.

The present is one of the most critical times in GPUSD history. Declining enrollment and reduced refunding need to be addressed soon. At this critical time, Superintendent Felipe Piedra has proven that GPUSD can meet all challenges and succeed, and we have many education partners who can help. 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, and that contributes to success.

Multiplier Funds
Rio Del Rey, the GPUSD continuation school, received Equity Multiplier funds for at-risk students for the 2026-2027 school year. GPUSD will maintain Goal 4 in its LCAP: Over the next two 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%.

Cantua Elementary School received Equity Multiplier funds for at-risk students for the 2026-2027 school year. GPUSD will maintain Goal 4 in its LCAP: Over the next two years, Cantua Elementary 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.

2025-2026 REFLECTION ON ANNUAL PERFORMANCE

CHRONIC ABSENCE: 24.9% Red (2025). Maintained .-3.
Success: Chronic absence declined at two sites Cantua (12%) and Helm (7%), by implementing district attendance policies and procedures during the 2024-2025 school year. In 2025-2026, Student Services initiated regular meetings to review attendance policies and procedures with each site to ensure implementation. By April 17, 2026, three of four elementary schools have chronic absence rates below 8.82%. The district met a challenge from 2024-2025 to conduct further analysis on how each site adheres to policies.
Challenges: Chronic absence at the largest school site (30%) weighed down the district's overall performance. The site struggles to implement the district SARB procedures as 114 students are chronically absent with no district SARB referrals. Student Services is addressing the issue through meetings and training. The site holds a 21.83% chronic absence rate as of April 17.

SUSPENSION RATE: 3.7% Green (2025). Decreased 2.1%.
Success: Student Services has monitored suspensions at each site during the 2025-2026 school year. All sites are below 2% suspension with two sites, including the largest elementary, at 0 percent suspended. School administration, the counselor, psychologist, teachers, and staff, are building vibrant school climates to encourage positive student behavior.
Challenges: Rio Del Rey, the continuation school, struggles with attendance. All students regularly miss over 10% of school despite the use of additional state funding to promote school climate and connectedness.

ENGLISH LEARNER PROGRESS: YELLOW (2025) Increased 4.3%.
Success: GPUSD demonstrated very good progress in EL instruction for the 2024-2025 school year. LTELs achieved green at 58.1% progress, improving 7.9%. The big story was the high school. High school ELs achieved 54% making progress, and LTELs excelled at 58.8% making progress. During the 2025-2026 school year, sites continued implementing SummitK-12 as an intervention for ELs due to success last year. GPUSD expects English Learner progress to improve in 2025-2026.
Challenges: GPUSD was unable to meet one important challenge from last year’s LCAP. No interim language assessments were implemented. However, EL professional development happened throughout the year. The EL program in the LCAP still needs to adopt regular interim benchmarks, provide extensive EL PD, and use EL student assessments to improve instruction. In other words, PLCs need to focus on EL language development.

GRADUATION RATE: Blue (2025) Increased 1.3%.
Success: GPUSD students graduated at a higher rate across all student groups. Low Income 96.1 Blue; LTEL rose 4.3% to 97.8%, and Homeless students graduate at 100% an increase of 18.2%. Improved actions such as English Learner program, Visual and Performing Arts, and Tier 1 Instruction at the high school level supported all students and especially our English Learners.
Challenges: Declining enrollment reduces the number of courses that GPUSD can provide students, especially at the Elementary level. No Visual and Performing Arts classes occur for TK-8; students struggle in VAPA at the high school level.

ENGLISH LANGUAGE ARTS: Yellow (2025) Increased 19.1% to 63.5 below standard on the CA Dashboard.
Success: The instructional practices that GPUSD instilled during the 2023-2024 school year showed exceptional progress at Tranquillity High School. THS students scored 17 below standard which is an amazing 70.9 point increase. EL students improved 61.6 points to only 64 below standard, showing everyone that EL students can achieve on end of year ELA tests. Overall student growth indicates that multi-tiered instruction of the CA ELA standards was effective. Hispanic students increased 19.8% and Low Income students rose 21.6%. Almost all student groups demonstrated improvement; Homeless students gained 47.4%.
Challenges: Students with disabilities fell 2.6% and remain far behind all other student groups at 127.3 difference from standard. GPUSD needs to address instruction and support in the SPED department. San Joaquin Elementary did not perform at last year’s level and disappointed expectations that students would improve from 83 below standard. Instead, they maintained. GPUSD will need to focus on ELA instruction in the coming year if we expect real growth in ELA.

MATHEMATICS: RED (2025). Students maintained in math; however, math scores needed an increase to climb out of RED at 95.4% below standard.
Success: Tranquillity Elementary posted the biggest gains in difference from standard at 27.9% to 86.4 points below standard. SWD, English Learners, and low-income students increased on average 20 points. Impact Teams professional development may have provided much-needed direction for GPUSD.

Challenges: Tranquillity High increased 7.8 points, but settled at 146 below standard, which affected the district overall. Other sites such as Cantua Elementary, which showed good growth in 2024-2025, disappointed by falling 17.6 points. Cantua's 79.1 below standard appears to be the ceiling for GPUSD in math as it attempts to identify the best teaching strategies for math.

COLLEGE AND CAREER INDICATOR: (Yellow), All 30.1%. 13.4% growth, increased (CDE Dashboard)
Success: Graduates demonstrated vast improvement across subgroups, indicating that schools were better preparing students for college and careers. Students received the academic counseling made possible by CTE and Community Schools grants. SPED students found a home in CTE courses and grew from 0 to 28.6% ready in 2025.
Challenges: GPUSD overcame all the challenges faced last year when all subgroups exceeded expectations. The investments in counseling and psychology provided direction in support. Very small class sizes and the extra counseling and psych support come at a cost to a shrinking budget. The main challenge is how to maintain these valuable supports in the face of fewer resources will be the main challenge.

BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES: (2025) Standard Met
Success: This metric is becoming a GPUSD strength. While the percentage of teachers with a clear credential dropped 4.3 percentage points, the school most affected, Tranquillity High with 56% uncredential teachers, demonstrated the most academic improvement and pushed the CCI indicator to new heights. From Baseline 2024, facilities have also drastically improved 2.55 points from baseline with RDR improving double digits.
Challenges: The high number of new teachers increased the need for teacher training, including induction programs. These are costs that run into the tens of thousands in a budget that is already constrained. Maintaining several sites at high levels also increases expenditures in a budget pulled from many directions.

IMPLEMENTATION OF ACADEMIC STANDARDS (2025) Standard Met
Success: This year, nearly all site principals reported making 100% instructional rounds. THS made only 75%; however, THS demonstrated that even inexperienced teachers could move the academic gauge higher. The training provided for Core and ELD standards helped prepare teachers.
Challenges: Federal Program Monitoring revealed a need for improved communication between district and site programs in instruction, especially for ELDs. The district and sites need to identify their academic programs and educate staff on implementation.

PARENT AND FAMILY ENGAGEMENT (2024) Standard Met.
Success: Elementary schools increased parent participation at Back-to-School by 24% points and Parent/Teacher conferences by 8%. Open House also improved 8%. Schools also vastly improved input meetings such as School Site Council and English Learner Advisory Committee meetings. Almost all sites held at least 4 SSC and 4 ELAC. San Joaquin showed vast improvement with 8 SSC and ELAC meetings due to the need to fulfill Federal Program Monitoring requirements.
Challenges: Identifying the reasons that high school parents do not attend more events. High poverty and the need for work may be the reason, so ways to address parents' needs may be necessary.

LOCAL CLIMATE SURVEY (2025) Standard Met
Success: The high schools are increasing in almost all categories, indicating that improved administration and staff make all the difference. For caring adult, 9th graders reported 7.5% increase; 11th grade, 6.5%. 9th graders reported feeling 10.5% more connected than previous

9th graders, which bodes well for future school climate. Middle School 7th graders also reported gains in school connectedness 10% nd caring adult 11%, indicating GPUSD schools are on the right track. Elementary School metrics remained high during the year.
Challenges: Continuing to build school cultures that support students takes great effort, and financial resources in GPUSD are less readily available this year, especially with declining enrollment.

ACCESS TO A BROAD COURSE OF STUDY (2025) 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.

ACCESS TO A BROAD COURSE OF STUDY (2025) Standard Met
Success: GPUSD continues to offer students at the high school a wide range of courses that enhance College and Career Readiness. Sports Medicine, Ag Mech and Welding, extended music classes including band, as well as introduction to medical careers and ROP medical careers. Elementary schools have a PE Tosa for improved athletic instruction.
Challenges: Many of the additional courses have small class sizes due to the loss of student enrollment. The elementary schools have limited visual and performing arts programs, which creates difficulties for students as they move up to high school.

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

ELA: SWD 2023 (132.6 DFS); SWD 2025 (-127 difference from standard) 5.6 point improvement.
Success: GPUSD students improved from 2023. SPED administration reported improvement in providing services to students. Tranquillity Elementary employed impact teams effectively, and TES SPED students increased 19.5 points in ELA to 121.4 DFS. TES SPED students improved in math 24.6 points to 133.6 DFS.
Challenges: All SPED students in GPUSD returned to RED on the dashboard, indicating that other sites struggle to implement district programs that directly benefit SPED students.

Math: SWD 2023 (140.5 DFS) SWD 2025 (134.6 DFS). 5.9 point improvement.
Success: GPUSD SPED students improved in 2025. SPED administration reported that parents and students appreciated the services provided. Tranquillity Elementary SPED students demonstrated improvement in math, increasing 34.6 points to 133.4 DFS.   Impact teams and teacher collaboration made an impact at TES while other elementary schools struggled.
Challenges: All SPED students in GPUSD returned to RED on the dashboard, indicating that other sites struggle to implement district programs that directly benefit SPED students.

CCI: EL 2023 (Very low 7.7% Prepared). EL 2025 (22% Yellow from Red in 2023)
Success: EL graduates demonstrated vast improvement, indicating that schools provided EL students classes that were relevant to their lives. El students received the academic counseling made possible by CTE and Community Schools grants.
Challenges: Very small class sizes and the extra counseling and psych support come at a cost to a shrinking budget. The main challenge is how to maintain these valuable supports in the face of fewer resources will be the main challenge.

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

San Joaquin Elementary. ELA.
English Learners. 2023 (102.2 DFS). English Learners 2025 (84.3 DFS) 17.9 increase.
SED. 2023 (98.6 DFS). SED 2025 (82.3 DFS) 16.3 increase.
Hispanic. 2023 (98.4 DFS). Hispanic 2025 (80 DFS) 18.4 increase.
Success These subgroups maintained during 2025, which was an improvement over 2023 by over 17.9 points. Data chats were initiated during the 2025-2026 school year, and data chats occurred regularly.
Challenges: English Learners and SED students returned to red and Hispanic students remained in orange, indicating that maintaining improvement at San Joaquin will require a deep dive into instruction, supervision, and school leadership. Site leadership struggled to conduct instructional rounds during the 2025 school year.

Tranquillity Elementary Math
English Learners. 2023 (-138.5 DFS). English Learners. 2025 (-85.5 DFS-Yellow) +53 point improvement.
SED. 2023 (-139.4 DFS). SED 2025 (-87.4 DFS)
Hispanic 2023 (-142.5 DFS). Hispanic 2025 (87.9 DFS)
Success: All of these groups stayed out of red for 2024-2025, indicating Math instruction continues to be effective. Impact Teams, academic counseling, and improved school climate contributed to success.
Challenges: Maintaining the momentum. Per Principal Kinnunen the same best practices are in effect for the 2025-2026 school year. Last year’s staff had over 50% new teachers in grades that tested; with additional impact team training and collaboration challenges can be met.

Tranquillity High: CCI
English Learners. 2023 (8.1% prepared) 2025 (22% prepared-Yellow)
Success English Learners improved 13.9 points on the CCI moving into Yellow. EL graduates demonstrated vast improvement, indicating that schools provided EL students classes that were relevant to their lives. El students received the academic counseling made possible by CTE and Community Schools grants.
Challenges: Very small class sizes and the extra counseling and psych support come at a cost to a shrinking budget. The main challenge is how to maintain these valuable supports in the face of fewer resources will be the main challenge.

LEAS WITH 2023 RED DASHBOARD INDICATORS FOR A SCHOOL WITHIN THE LEA
San Joaquin Elem
ELA 2023 (97.8 DFS) ELA 2025 (81 DFS. +3 pt increase): ORANGE
Success: Despite a lackluster performance on the 2025 SBAC students at SJES remained in Orange. Maintaining orange can be attributed to the Impact Teams employed at Tranquillity Elementary and then taken district-wide.
Challenges: Monitoring teacher instruction was an effort during the 2025 school year; this year 2026, the number of classroom observations improved, and more data chats took place.

Tranquillity Elem
Math 2023 (98.9 DFS) 2025 (86.4 DFS, +27.9): Yellow.

Success: TES made great strides in math during the 2025 school year. Impact Teams, teacher collaboration, and assessments helped path the way to success. TES has a young and energetic staff willing to participate in professional development and implement best practices.
Challenges: Taking math to the next level. The Impact Team model requires consistent application. If site leadership can guide the staff through implementation, TES may move to green.

LEARNING RECOVERY EMERGENCY BLOCK GRANT
Golden Plains Unified has no unexpended funds for the 2026-2027 school year.
2026-2027 GPUSD budgeted funds: $266,444
The dollar amount captured above is the projected amount Golden Plains will potentially receive as part of the 2026-2027 Budget Act.

LREBG funded actions may be found in the following actions (The following are included in the actions found in the LCAP)

District Office: $120,695
Goal 1, Action 6: Additional Health Services: School Psychologist (.26FTE): $49,545
Goal 2, Action 2: Books, Supplies and Materials: $71,150

Cantua Elementary: $33,108
Goal 2, Action 11: Lower Class Size: (.32 FTE): $33,108

Tranquillity High: $59,160
Goal 2, Action 3: (2) Counselors at (.15 FTE): $59,160

Tranquillity Elementary School: $53,481
Goal 2, Action 3: Reading TOSA (.34 FTE): $53,481

Needs Assessment:
The LREBG required needs assessments at district sites. Needs assessments reviewed student outcomes on the 2025 CAASPP 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 groups 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 supplies and materials, health services, counseling, CTE Instruction, and a reading TOSA 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, Core 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.

For the 2026-2027 school year, GPUSD has no schools requiring comprehensive support and improvement plans.

Support for Identified Schools

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

For the 2026-2027 school year, GPUSD has no schools requiring comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

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

For the 2026-2027 school year, GPUSD has no schools requiring comprehensive support and improvement plans.

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	2026-2027 LCAP ADOPTION 2026-2027 Public Comment Period: May 13-May 26, 2026 (per Ec Code 52062(a)(3). (10 day perod) 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) May 26, 2026 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 9, 2026. 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 9, 2026. 6:00 PM In-Person Meeting San Joaquin Elementary Board Approved LCAP.
GPUSD 2024-2025 Annual Update Report	January 12, 2026 In-Person Board Meeting
All Teachers	August 13, 2025. 1:45 PM In-Person Meeting at Cantua Elementary Comprehensive needs assessment. Shared LEA progress. Gathered teacher input. August 20, 2025. 1:45 PM In-Person Meeting at Cantua Elementary Comprehensive needs assessment. Shared LEA progress. Gathered classified input. November 12, 2025. 2:00 PM. Room 15 In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered input. March 18, 2026. Teachers -RDR Comprehensive needs assessment. Shared LEA progress. Gathered teacher input March 18, 2026. 2:15 PM. Leadership Room In-Person Tranquillity High School Comprehensive needs assessment. Shared LEA progress. Gathered teacher input April 20, 2026. 2:00 PM In-Person teachers--Helm Elementary

Educational Partner(s)	Process for Engagement
	Comprehensive needs assessment. Shared LEA progress. Gathered teacher input April 15, 2026 9:00 AM Teachers--Tranquillity Elementary Comprehensive needs assessment. Shared LEA progress. Gathered teacher input.
Principals	September 3, 2025. 3:30-5:00 PM LCAP & LEARNING RECOVERY EMERGENCY BLOCK GRANT Cabinet Meeting at District Office Reviewed and Reorganized LCAP Goals and Actions. December 10, 2025. 3:30-5:00 PM In-Person Meeting at District Office. District Office staff Shared LEA progress. April 8, 2026. 3:30-5:30 PM In-Person Meeting. LCAP & LEARNING RECOVERY EMERGENCY BLOCK GRANT Comprehensive needs assessment. Shared LEA progress. Gathered admin input. April 16, 2026 In-Person Meeting at Rio Del Rey Provided input on the equity multiplier April 27, 2026 Telephone Interview Helm Elementary School Shared Site progress. Gathered admin input. April 27, 2026 Telephone Interview Tranquillity High School Shared Site progress. Gathered admin input. April 27, 2026 Telephone Interview San Joaquin Elementary Shared Site progress. Gathered admin input.

Educational Partner(s)	Process for Engagement
	April 28, 2026 Telephone Interview Tranquillity Elementary Shared Site progress. Gathered admin input.
GPUSD Administrators	LCAP & LEARNING RECOVERY EMERGENCY BLOCK GRANT February 4, 2026. 3:30-5:00 PM In-Person Meeting at District Office. District Office staff Shared LEA progress. April 15, 2026. 3:30-5:30 PM In-Person Meeting. LCAP & LEARNING RECOVERY EMERGENCY BLOCK GRANT Shared LEA progress. Gathered admin input.
Other School Personnel	August 20, 2025. 12:00 PM Cantua Elementary Classified Staff In-Person Meeting at Cantua Elementary Comprehensive needs assessment. Shared LEA progress. Gathered classified input. October 31, 2025. 2:00 PM Room 15 San Joaquin Elementary Classified Staff In-Person Meeting at Tranquillity Elementary Comprehensive needs assessment. Shared LEA progress. Gathered classified input. April 8, 2026 Classified Staff In-Person Meeting at Tranquillity High School. Comprehensive needs assessment. Shared LEA progress. Gathered classified input April 10, 2026 Classified Staff In-Person Meeting at Helm Elementary School. Comprehensive needs assessment. Shared LEA progress. Gathered classified input

Educational Partner(s)	Process for Engagement
	April 10, 2026 Classified Staff In-Person Meeting at Rio Del Rey Continuation Comprehensive needs assessment. Shared LEA progress. Gathered classified input April 15, 2026 Tranquillity Elementary Classified Staff In-Person Meeting at Tranquillity Elementary Comprehensive needs assessment. Shared LEA progress. Gathered classified input.
GPUSD Teacher Bargaining Unit	May 4, 2026. 3:00 PM In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. Shared LEA progress. Gathered certificated bargaining unit input. Bargaining Unit could not meet May 11, 2026. 3:00 PM In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. No bargaining unit members attended. May 20, 2026. 2:00 PM In-Person Meeting at San Joaquin Elementary This meeting was arranged at the request of the union president. No bargaining unit members attended.
GPUSD Classified Bargaining Unit	May 7, 2026. 3:00 PM. In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. No members attended. May 13, 2026. 2:00 PM. In-Person Meeting at San Joaquin Elementary Comprehensive needs assessment. No members attended.
Parent Advisory Committee	May 13, 2026. 10:00 AM In-Person Meeting at San Joaquin Elementary SEAL Room. COMPLETE DRAFT OF LCAP 2026-2027 PRESENTED TO PAC.

Educational Partner(s)	Process for Engagement
	PAC reviewed the LCAP. (The PAC added 2 students to the PAC member list for PAC meetings) May 22, 2026 10:00 AM In-Person Meeting at San Joaquin Elementary SEAL Room. COMPLETE DRAFT OF LCAP 2026-2027 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 13, 2026. 11:00 AM In-Person Meeting at San Joaquin Elementary SEAL Room. COMPLETE DRAFT OF LCAP 2026-2027 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	August 13, 2025. 8:30 AM (LEARNING RECOVERY EMERGENCY BLOCK GRANT) In-Person Meeting at Cantua Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered parent input. January 29, 2026. 11:30 AM (LEARNING RECOVERY EMERGENCY BLOCK GRANT) In-Person Meeting at Helm Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered parent input. March 24, 2026 (LEARNING RECOVERY EMERGENCY BLOCK GRANT) In-Person Meeting at Tranquillity High School Comprehensive needs assessment. Shared LEA progress. Gathered parent input.

Educational Partner(s)	Process for Engagement
	April 15, 2026. (LEARNING RECOVERY EMERGENCY BLOCK GRANT) In-Person Meeting at Tranquillity Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered parent input. November 13, 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. April 10, 2026 (LEARNING RECOVERY EMERGENCY BLOCK GRANT) In-Person Meeting at Rio Del Rey Continuation 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. April 24, 2026. In-Person Meeting at Helm Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered student input. March 9, 2026 In-Person Meeting at Tranquillity High School Comprehensive needs assessment. Shared LEA progress. Gathered student input. April 21, 2026. 1:00 PM In-Person Meeting at Tranquillity Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered student input.

Educational Partner(s)	Process for Engagement
	April 27, 2026. 10:45 PM In-Person Meeting at San Joaquin Elementary School Comprehensive needs assessment. Shared LEA progress. Gathered student input. April 16, 2026 In-Person Meeting at Rio Del Rey Provided input on the equity multiplier
SELPA Meeting	September 11, 2025. SPED director attended SELPA meeting February 19, 2026. SPED Director attended SELPA meeting. March 12, 2026 SPED Director attended SELPA meeting. April 28, 2026. 9:00 AM Online Meeting with GPUSD Comprehensive needs assessment. Shared LEA progress. Gathered SELPA input on LCAP and LREBG May 6, 2026. 10:30 AM Online Meeting with Mr. Keith Mackey GPUSD SPED Director Presented Proposed Action to address CIM Significant Disproportionality--Intensive Level 1. GPUSD will provide an annual update during the May 26, 2026 board meeting. The update will report on implementation and effectiveness of the actions for SWD and how ongoing SELPA consultation informed adjustments.
Equity Multiplier Site: Rio Del Rey High (Continuation)	April 10, 2026 In-Person Meeting at Rio Del Rey Continuation School: Classified Staff Provided input on the equity multiplier April 10, 2026 In-Person Meeting at Rio Del Rey Continuation School: Parents Provided input on the equity multiplier

Educational Partner(s)	Process for Engagement
	April 16, 2026 In-Person Meeting at Rio Del Rey Continuation School: Students Provided input on the equity multiplier April 16, 2026 In-Person Meeting at Rio Del Rey Continuation School: Administrator Provided input on the equity multiplier April 20, 2026 In-Person Meeting at Rio Del Rey Continuation School: Teachers. Provided input on the equity multiplier
Equity Multiplier Site: Cantua Elementary	April 10, 2026 In-Person Meeting at Cantua Elementary School: Classified Staff Provided input on the equity multiplier April 10, 2026 In-Person Meeting at Cantua Elementary School: Parents Provided input on the equity multiplier April 16, 2026 In-Person Meeting at Cantua Elementary School: Students Provided input on the equity multiplier April 16, 2026 In-Person Meeting at Cantua Elementary School: Administrator Provided input on the equity multiplier April 20, 2026 In-Person Meeting at Cantua Elementary School: Teachers. Provided input on the equity multiplier

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

Adopting the 2026-2027 LCAP was a collaborative process that took place the moment we received the results of end-of-year tests through the continuous cycles of improvement that occur regularly in professional learning communities. GPUSD is constantly reflecting on what we planned, the data, and how we are implementing school plans and the LCAP. At the center of everything we do are the students from TK through grade 12. The LCAP process included reviewing the feedback our education partners gave us to determine how we could improve our plan, and by doing so improve instruction and engagement. A review of our engagement page reveals only the required minimum of education partners. There were many more.

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 2025, does not provide an accurate picture of what's going on in March and April of 2026.

GOAL 1: CONDITIONS OF LEARNING. During the 2025-2026 school year, we found that we had done well achieving the goal. Through salary increases and improved staff relations, GPUSD attracted and retained highly qualified staff. Only 56% of the high school teaching staff had complete credentials, but the teachers managed the best academic achievement in years, and the newest teachers in CTE increased the number of English Learners attaining college and career readiness. The Technology department provided the best service at each site in the last several years, including keeping teachers connected to all the programs needed to monitor student achievement and provide additional support. Our Health Services Department provided the first-aide and mental health services needed to keep students in school and improve their feeling of connectedness. GPUSD has lowered its chronic absence rate at many sites, and students reported improved school connectedness on the Healthy Kids Survey. If there was an area to be very proud of, it would be our faclties. In the last two years, our FIT reports have graded our facilities on average 96% good from 91%; some site were grade 10-15% improved. The improvement is due to the intentional plan to make our students feel proud about their schools.

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

GOAL 1, ACTION 1: Exceptional Academic Conditions. Education partners reported general satisfaction with progress toward goal. Administrators reported the need for highly qualified teachers for core subjects and A-G. Teachers reported a need for increased salary and benefits. GPUSD improved salaries with a 1.5% salary increase and a $1,000 addition to benefits. The raise will help GPUSD hire and retain highly qualified teachers.

GOAL 1, ACTION 2: Enhanced Academic Conditions. Education partners reported general satisfaction with progress toward goal 1. Teachers reported needing more input on professional development, and PD that better met their needs. No additional funding is needed here because GPUSD receives Title II funding for improved instruction. GPUSD will communicate its Professional Development calendars to ed partners more effectively, and monitor teacher trainings closely to determine teacher need.

GOAL 1, ACTION 7: FACILITY MAINTENANCE. Students and parents reported a need for vastly improved facilities. GPUSD will use funds in the LCAP to improve classrooms and grounds. In addition, a five-year plan to improve all facilities was adopted at the April 9, 2026, board meeting.

GOAL 2: STUDENT OUTCOMES. By April 2026, GPUSD believed that students were going to achieve at the same rate as 2025. The conclusions were based on interim assessments and I-Ready and other quarterly assessments. Many education partners were impressed at the positive movement in CCI at THS. Others wanted to expand the Visual and Performing Arts programs from the high school to the elementary schools. Principals reported an improved teaching staff due to Impact Teams professional development. Parents were very pleased about English Learner improvement at the high school, which employed an EL instructional aide to provide pullout tutoring for ELs who needed to practice listening and speaking. Staff and parents were amazed at the achievement at Helm Elementary.

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

GOAL 1, ACTION 1: EXCEPTIONAL ACADEMIC INSTRUCTION. District administration and principals observed a need for improved Tier 1 instruction. Administrators prioritized time throughout the day to conduct instructional rounds and hold data chats with teachers regarding student improvement.

GOAL 1, ACTION 2: ACADEMIC TIER 2 SUPPORT. Education partner input recognized the value of instructional aides in elementary schools. Due to a reduction in Title I funding for the 2026-2027 school year, GPUSD has decided to use LCAP funding to maintain instructional aides.

GOAL 2, ACTION 4: ENGLISH LEARNER PROGRAM. Education partner input determined that English Learners need additional support for language acquisition and development. GPUSD has increased funding for ELD instruction and support from $751,209.54 in 2025 to $1,300,313 for the 2026-2027 school year. Parents asked for ELD Instructional aides to help with small-group instruction and ELPAC test preparation.

GOAL 2, ACTION 5: CAREER AND TECHNICAL EDUCATION PROGRAM. With the increase to 32% on the CCI for EL students, parents, teachers, and administrators understand the importance of CTE. Instead of reducing staff after a CTE grant expired in 2025, GPUSD will use $141, 616.39 for a CTE teacher salary.

GOAL 2, ACTION 7: SPED PROGRAM. GPUSD will include SPED students under Differentiated Assistance because SPED students have been identified for technical assistance. Action 7: SPED Program will include the steps that the SPED department is taking to address "CIM/Significant Disproportionality--Intensive Level 1)."

GOAL 2, ACTION 10: ATHLETIC PROGRAM. 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 needs to reduce funding overall; however, despite the cost, GPUSD will continue to fund one PE teacher. 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 2026, GPUSD determined that great progress was made toward Goal 3. However, chronic absenteeism may still remain high at 21%. Despite, 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 to goal 3.

GOAL 4: EQUITY MULTIPLIER AT RIO DEL REY. By April 2026, GPUSD determined that limited progress was made toward Goal 4, for Rio Del Rey. The additional counselor provided academic counseling and faster access to additional online classes. Student attendance showed meager improvement.

No changes made to goal 4.

GOAL 4: EQUITY MULTIPLIER AT CANTUA ELEMENTARY. New funding for 2026-2027

Education partners reported the need for additional counseling and funding for events and awards. GPUSD recognizes that such expenditures will improve school climate and encourage students to engage in school.

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: 82.3 Clear: 74.4% Out-of-field: 0 Intern: 3.0% Ineffective: 19.6% Incomplete: 2.9% Unknown: 0% NA: 0%	Total FTE: 88 Clear: 90% Out-of-field: 0 Intern: 0 Ineffective: 10% Incomplete: 0 Unknown: 0 NA: 0	Clear: -3.9% Out-of-field: 0 Intern: -4,1% Ineffective: +5.6% Incomplete: 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: 2024 Data Source: TAMO	Tranquillity High: 26.3 Clear: 54.2% Out-of-field: 0 Intern: 1.9% Ineffective: 42.5% Incomplete: 1.4% NA: 0% Helm: 5 Clear: 100 Out-of-field: 0 Intern: 0 Ineffective: 0 Incomplete: 0 NA: 0% CES: 10.5 Clear: 90% Out-of-field: 0 Intern: 0 Ineffective: 10% Incomplete: 0 NA: 0% San Joaquin Elementary: 26 Clear: 80.8% Out-of-field: 0 Intern: 3.8% Ineffective: 11.5% Incomplete: 3.8% NA: 0% Tranquillity Elementary: 11.5	Tranquillity High: 28 Clear: 90% Out-of-field: 0 Intern: 0 Ineffective: 10% Incomplete: 0 NA: 0 Helm: 3 Clear: 100 Out-of-field: 0 Intern: 0 Ineffective: 0 Incomplete: 0 NA: 0 CES: 10.5 Clear: 90% Out-of-field: 0 Intern: 0 Ineffective: 10% Incomplete: 0 NA: 0% San Joaquin Elementary: 26 Clear: 90% Out-of-field: 0 Intern: 0% Ineffective: 10% Incomplete: 0% NA: 0% Tranquillity Elementary: 11.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Clear: 73.9% Out-of-field: 0 Intern: 8.7% Ineffective: 8.7% Incomplete: 0% NA: 0% Rio Del Rey: 1 Clear: 100% Out-of-field: 0 Intern: 0% Ineffective: 0% Incomplete: 0% NA: 0% Data Year: 2025 Data Source: CA Dashboard	Clear: 90% Out-of-field: 0 Intern: 0% Ineffective: 10% Incomplete: 0% NA: 0% Rio Del Rey: 1 Clear: 100% Out-of-field: 0 Intern: 0% Ineffective: 0% Incomplete: 0% NA: 0%	
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 Data Year: 2026 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 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	Standard Met PROFESSIONAL DEVELOPMENT ELA CCSS: 3	Standard Met PROFESSIONAL DEVELOPMENT ELA CCSS: 3	Standard Met PROFESSIONAL DEVELOPMENT ELA CCSS: 5	Standard Met: 5 for each is desired. PROFESSIONAL DEVELOPMENT

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math CCSS: 3 Hist. Social Studies: 2 ELD Standards: 3 Next Generation St: 2 POLICY/PROGRAM SUPPORT ELA CCSS: 3 Math CCSS: 3 Hist/Soc St.: 3 ELD Standards: 3 Next Generation St: 3 IMPLEMENTATION OF STANDARDS ELA CCSS: 2 Math CCSS: 2 Hist/Soc St.: 3 ELD Standards: 3 Next Generation St: 3 ENGAGEMENT OF SCHOOL LEADERSHIP: 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	Math CCSS: 3 Hist. Social Studies: 2 ELD Standards: 3 Next Generation St: 2 POLICY/PROGRAM SUPPORT ELA CCSS: 3 Math CCSS: 3 Hist/Soc St.: 3 ELD Standards: 3 Next Generation St: 3 IMPLEMENTATION OF STANDARDS ELA CCSS: 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	Math CCSS: 3 Hist. Social Studies: 2 ELD Standards: 3 Next Generation St: 2 POLICY/PROGRAM SUPPORT ELA CCSS: 3 Math CCSS: 3 Hist/Soc St.: 3 ELD Standards: 3 Next Generation St: 3 IMPLEMENTATION OF STANDARDS ELA CCSS: 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	Math CCSS: 5 Hist. Social Studies: 5 ELD Standards: 5 Next Generation St: 5 POLICY/PROGRAM SUPPORT ELA CCSS: 5 Math CCSS: 5 Hist/Soc St.: 5 ELD Standards: 5 Next Generation St: 5 IMPLEMENTATION OF STANDARDS ELA CCSS: 5 Math CCSS: 5 Hist/Soc St.: 5 ELD Standards: 5 Next Generation St: 5 ENGAGEMENT OF SCHOOL LEADERSHIP: Identifying professional learning needs of teachers/staff as a whole: 5 Providing Support: 5	ELA CCSS: 0, Math CCSS: 0 Hist. Social Studies: 0 ELD Standards: 0 Next Generation St: 0 POLICY/PROGRAM SUPPORT ELA CCSS: 0 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.: =1 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Identifying the professional learning needs of individual teachers: 3 Data Year: 2025 Data Source: CA Dashboard	Identifying the professional learning needs of individual teachers: 3 Data Year: 2026 Data Source: CA Dashboard	Identifying the professional learning needs of individual teachers: 5	Identifying the professional learning needs of individual teachers: +1
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%	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%	Standard Met Grades TK-6 Math; English: Science: Social Studies: VAPA: Health; PE Total Students: All Students: 1,352 Low Income: 1,310 Hispanic: 1,314 English Learners: 656 Foster Youth/Homeless: 3 Grades 7-8 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy All Students: 90%	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	Standard Met Grades TK-6 Math; English: Science: Social Studies: VAPA: Health; PE Total Students: All Students: -37 Low Income: +5 Hispanic: -8 English Learners: -58 Foster Youth/Homeless: -2 Grades 7-8 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Data Year: 2024 Data Source: CA Dashboard	Low Income: 90% Hispanic: 90% English Learners: 90% Foster Youth/Homeless: 90% 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% Data Year: 2025 Data Source: CA Dashboard	Low Income: 90% Hispanic: 90% English Learners: 90% Foster Youth/Homeless: 90% 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% Data Year: 2026 Data Source: CA Dashboard	Total Students 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 Total Students: 100% All Students:100% Low Income: 100% Hispanic: 100% English Learners: 100% Foster Youth/Homeless: 100%	All Students: -10% Low Income: -10% Hispanic: -10% English Learners: -10% Foster Youth/Homeless: -10% Grades 9-12 Math; English; Science; Social Studies: VAPA; Health: PE; Foreign Language; CTE (Applied Arts); Computer Literacy All Students: 0 Low Income: 0 Hispanic: 0 English Learners: 0 Foster Youth/Homeless: 0%
1.5	Monitoring Systems	No insufficiencies of monitoring systems: New metric. All users: 100% Lanschool: 100%	No insufficiencies of monitoring systems: All users: 100% Lanschool: 100%	All users: 100% Lanschool: 100% Clever: 100% Aeries: 100% Everest: 100%	No insufficiencies of monitoring systems: New metric. All users: 100%	No insufficiencies of monitoring systems: All users: 0% Lanschool: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Clever: 100% Aeries: 100% Everest: 100% Panorama: 100% IReady: 100% Data Year: 2024 Data Source: Local data	Clever: 100% Aeries: 100% Everest: 100% Panorama: 100% IReady: 100% Data Year: 2025 Data Source: Local data	Panorama: 100% IReady: 100% Data Year: 2026 Data Source: Local data	Lanschool: 100% Clever: 100% Aeries: 100% Everest: 100% Panorama: 100% IReady: 100%	Clever: 0% Aeries: 0% Everest: 0% Panorama: 0% IReady: 0%
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% Data Year: 2026 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: 0 THS: 0 TES: 0 SJES: 0 CES: 0 RDR: 0 HES: 0
1.7	Technology	No insufficiencies of technology. All users have access: 100%	No insufficiencies of technology. All users have access: 100%	No insufficiencies of technology. All users have access: 100%	No insufficiencies of technology All users have access: 100%	No insufficiencies of technology. All users have access: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CES: 100% of students TES: 100% of students SJES: 100% of students THS: 100% of students HES: 100% of students RDR: 100% of students Data Year: 2024 Spring Data Source: Local data	CES: 100% of students TES: 100% of students SJES: 100% of students THS: 100% of students HES: 100% of students RDR: 100% of students Data Year: 2025 Spring Data Source: Local data	CES: 100% of students TES: 100% of students SJES: 100% of students THS: 100% of students HES: 100% of students RDR: 100% of students Data Year: 2026 Spring Data Source: Local data	CES: 100% of students TES: 100% of students SJES: 100% of students THS: 100% of students HES: 100% of students RDR: 100% of students	CES: 0 TES: 0 SJES: 0 THS: 0 HES: 0 RDR: 0
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 Data Year: 2026 Spring Data Source: Local data	Maintain Tech Staffing at these sites 2 staff Helm:.5 San Joaquin: 1.5	Maintain Tech Staffing at these sites Staff: 0 Helm: 0 San Joaquin: 0
1.9	Additional Technology Staff	Added Tech Staffing at these sites 2 Staff Cantua: 1 Tranquillity ES .5	Added Tech Staffing at these sites 2 Staff Cantua: 1	Added Tech Staffing at these sites 2 Staff Cantua: 1	Added Tech Staffing at these sites 2 Staff Cantua: 1	NO DIFFERENCE Added Tech Staffing at these sites Staff: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tranquillity HS .5 Data Year: 2024 Spring Data Source: Local data	Tranquillity ES .5 Tranquillity HS .5 Data Year: 2025 Spring Data Source: Local data	Tranquillity ES .5 Tranquillity HS .5 Data Year: 2026 Spring Data Source: Local data	Tranquillity ES .5 Tranquillity HS .5	Cantua: 0 Tranquillity ES: 0 Tranquillity HS: 0
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 Tranquillity Elementary 1 San Joaquin: 1 Data Year: 2026 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 Staff: 0 Tranquillity Elementary: 0 San Joaquin: 0
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	Added Health Staffing at these sites All Sites: 1 (Nurse) All Sites Aide: 1 Data Year: 2025 Spring Data Source: Local data	Added Health Staffing at these sites All Sites: 1 (Nurse) All Sites Aide: 1 Data Year: 2026 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 9Nurse): 0 All Sites Aide: 0
1.12	FIT Report	Maintenance of Facilities Site FIT Report Status Cantua: 89.04 Fair*	Maintenance of Facilities Site FIT Report Status	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: 93.68 Good Helm: 97.10 Good San Joaquin: 92.41 Good Tranquillity High: 95.60 Good Tranquillity ES: 94.60 Good Rio Del Rey: 96.09 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: +4.64% Helm: +3.71 San Joaquin: +1.62% Tranquillity High: +2.55% Tranquillity ES: +2.38% Rio Del Rey: +8.59%
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% Data Year: 2026	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%	Maintain Adequate Custodial & Grounds at each site Required staffing percentage Cantua: 0 Helm: 0 San Joaquin: 0 Tranquillity ES: 0 Tranquillity HS: 0 Rio Del Rey: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local data	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: % Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity ES: 100% Tranquillity HS: 75% Rio Del Rey: 100% 2nd Quarter: % Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity ES: 100% Tranquillity HS: 75% Rio Del Rey: 100% 3rd Quarter: % Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity ES: 100% Tranquillity HS: 75%	Instructional Rounds per teacher 1st Quarter: 100% 2nd Quarter: 100% 3rd Quarter:100% 4th Quarter:100%	Instructional Rounds per teacher 1st Quarter: Cantua: 0 Helm: 0 San Joaquin: 0 Tranquillity ES: 0 Tranquillity HS: 0 Rio Del Rey: 0 2nd Quarter: Cantua: 0 Helm: 0 San Joaquin: 0 Tranquillity ES: 0 Tranquillity HS: 0 Rio Del Rey: 0 3rd Quarter: Cantua: 0 Helm: 0 San Joaquin: 0 Tranquillity ES: 0 Tranquillity HS: 0 Rio Del Rey: 0 4th Quarter: Cantua: 0 Helm: 0 San Joaquin: 0 Tranquillity ES: 0 Tranquillity HS: 0 Rio Del Rey: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Rio Del Rey: 100% 4th Quarter: % Cantua: Pending Helm: Pending San Joaquin: Pending Tranquillity ES: Pending Tranquillity HS: Pending Rio Del Rey: Pending Data Year: 2026 Data Source: Local data		

Goal Analysis [2025-26]

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.

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability. The actions outlined in Goal three supported the progress toward meeting the goal: GPUSD students will improve academically in ELA, Math, English Learner progress, and Physical Fitness towards college and career readiness throughout the year.

Action 1: Exceptional Academic Conditions
Implementation Status: 5 – Full Implementation and Sustainability.
The district maintained staffing levels for administration, academic services, and fiscal services. The administration checked and monitored teacher credentials to ensure compliance with the Fresno County Office, directed sites to implement research-based instruction. The number of site-based teachers increased from 78 to 82.3 per the most recent TAMO data. Fiscal services ensured the district adhered to generally accepted business principles and that sites could present budgets to education partners per state and federal requirements.

Administration provided professional development to ensure that all standards and competencies were implemented. Per the Williams Act, all standards-aligned instructional materials were provided. Regular Instructional Leadership meetings with site principals allowed them to provide input into needed staff training. This year, principals conducted their own instructional rounds to ensure standards-aligned instructional materials and instruction were being implemented in classrooms.
The administration and sites provided all students with access to a broad course of study. The high school maintained the addition of sports medicine, medical careers, ag mech-welding, ag classes, and band. The addition of the band/music instructor increased the number of students engaged in music. Principal instructional rounds and class schedules ensured that all sites provided a broad course of study to students.
No substantive difference in planned action compared to the actual implementation.

Action 2: Enhanced Academic Conditions
Implementation Status: 5 – Full Implementation and Sustainability.
The district provided additional supplies and materials for meetings and in-services.
Administration provided a Director of Academic Services, district office staff for data and attendance, and computer-based monitoring systems. The district provided additional training to implement state standards, including ELD standards. Human resources provided new teachers BTSA mentors and paid for teacher credentialing tests and training.
No substantive difference in planned action compared to the actual implementation.

Action 1.3: Technology Department
Implementation Status: 5 – Full Implementation and Sustainability.
Department ensured that hardware and monitoring programs, and teachers and staff had access to programs and monitoring devices to identify student progress and needs.
No substantive difference in planned action compared to the actual implementation.

Action 1.4: Enhanced Technology Services
Implementation Status: 4 – Full Implementation.
The employment of an additional fourth tech person "additional technology staffing" allowed tech services to respond quickly to needs. Tech director provided "technology materials and supplies, and professional development," including support during instruction, interim assessments, and practice state testing
No substantive difference in planned action compared to the actual implementation. Due to declining enrollment and subsequent budget reductions, the district must monitor the sustainability of additional staffing.

Action 1.5: Health Services Department
Implementation Status: 5 – Full Implementation and Sustainability.
The district ensured that students had access to appropriate attention. The goal was to limit the reasons why students were out of class by addressing their needs quickly.
No substantive difference in planned action compared to the actual implementation.

Action 1.6: Additional Health Services
Implementation Status: 4 – Full Implementation.

"Additional health aides" provided students at all sites with services. In the past, students received limited services at some elementary schools. The district nurse provided "professional development" and "additional supplies and materials" to sites. The majority of allocated funds went to additional health aides.
No substantive difference in planned action compared to the actual implementation. Due to declining enrollment and subsequent budget reductions, the district must monitor the sustainability of additional staffing.

Action 1.7: Facilities Maintenance.
Implementation Status: 5 – Full Implementation and Sustainability.
Facilities performed routine maintenance and upkeep of all sites. Site administration and MOT supervised staff to provide clean and well-kept sites. Administration started developing a Five-Year Master Plan that addresses the condition of sites.
No substantive difference in planned action compared to the actual implementation.

Action 1.8: Staff, Facilities, Materials, & Supplies for Extended Day
Implementation Status: 4 – Full Implementation.
The district provided students access to extended-day opportunities, including a "community garden." The district provided "additional custodial" and grounds "staff." Extending the school day required the use of supplies and materials for students in extended-day as well as additional cleaning materials. The Extended Day coordinator arranged for "professional development for extended day staff." Educational resources included recreational equipment and service providers.
No substantive difference in planned action compared to the actual implementation. Due to declining enrollment and subsequent budget reductions, the district must monitor the sustainability of extended-day supplies and services.

Action 1.9: Technical Assistance for Administration and Teachers.
Implementation Status: 4 – Full Implementation.
GPUSD addressed the qualifying student groups for differentiated assistance: LTELs and Homeless students. The district and sites tracked and monitored the required metrics for ELs and Homeless, then provided the "support plan of pathways." The first step was the "continuous cycle of improvement" in which LTEL and Homeless student data is shared in PLCs. Alternative supports were then provided. The district arranged for technical support with FCSS as a thought partner. Sites reviewed student achievement at Instructional Leadership Team meetings (Pathway three).

Successes:
1. Teachers received PD in EL, Math, and ELD. ELA scores at the high school improved to 49%, and for the first time in recent history, 2 students passed the AP literature exam. Federal program monitoring found that GPUSD provided adequate training for teachers.
2. Technology provided all sites with adequate hardware and programs.
3. Students reported an increase in school connectedness. Providing adequate health services contributes to school connectedness.
4. Facilities have earned the highest FIT report ratings in recent history.

Challenges:
1. A few teachers who earned credentials left the district.
2. Retaining qualified technicians is an issue.

3. We do not have a metric that measures health services to determine its effect on student attendance. We are considering moving health services to student engagement on the next LCAP.
4. Our facilities are old, and updating sites is very expensive.
5. Some sites need significant building and grounds improvement.

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

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.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

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

Goal 1, Action 1: Exceptional Academic Conditions and Goal 1, Action 2: Action 2 Enhanced Academic Conditions
Effectiveness of Action(s): Effective
Student Groups(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 Youth students. CCI Indicator (Metric 2.21) All students, English Learners, Low-Income, and Foster Youth students. GPUSD 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 13.4% from 16.8% to 30.1%
English Learners; Increased 14.4% from 7.7% to 22%
Low-Income: Increased 13.9% from 16.8% to 30.1%
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 California School Dashboard indicators, GPUSD was effective with this action. The percentage of students, including EL, LI, and FY, accessing a full course of study remained at or above 100% for all grade levels. Students exceeded expectations on the College and Career Indicator (CCI) for all student groups, including EL and low-income students, suggesting improved academic preparation and postsecondary readiness. The actions under Goals 1.1 and 1.2 were effective in meeting their intended outcomes. The structured supports and monitoring systems have 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 2026–27, and maintaining the CCI growth.

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: 4.3% increase from 21.66% to 26.39%
English Learners: .97% increase from 9.53% to 10.50%
Low-Income: 4.41% increase from 21.87% to 26.38%
Foster Youth: Not available

CAASPP Math (Metric 2.2)
All students: .42% increase from 15.85% to 16.28%
English Learners: 1.5% decrease from 10.35% to 8.85%
Low-Income: .83% increase from 15.40% to 16.23%
Foster Youth:Not available

English Learner Progress (Metric 2.3)
English Learners: 4.3 increase from 38.5% to 42.8% making progress
LTELs: 7.9% increase from 47.2% to 58.1%

Percentage of Seniors meeting A-G requirements (Metric 2.10)
All students: 2.7% increase from 37.5% to 40.2%
English Learners: 12.6% decrease from 26% to 13.4%
Foster Youth: No data

Low-Income: 2.5% increase from 37.5% to 40%

Percentage of Seniors completing at least 1 CTE Pathway (Metric 2.11)
All Students: 13% increase from 13% to 26%
English Learners: 24.3% increase from 1.2% to 25.5%
Foster Youth: No increase, 0
Low Income: 13.2% increase from 13% to 26.2%

Analysis Statement:
Golden Plains Unified demonstrated very good improvement on these actions. The percentage of students meeting or exceeding the SBAC English Language Arts standard rose 4.3% points overall. English Learners almost regained the 1.06 points they lost with .97. Low-income students rose slightly higher than all students at 4.41%. Such growth indicates that ELA instruction was sound throughout the district. Mathematics performance improved less than 1%. No deep analysis is needed to reveal that all subgroups marginally performed, but English learners 1.5% growth is pleasant. Such weak growth indicates that the district needs to focus next year on Math instruction. The A–G pathway completion in Golden Plains Unified showed mixed results. All students rose 2.7% to 40.2%, but ELs dropped precipitously from 12.6% to 13.4%, indicating that instuction for English Learners needs to be a major focus for GPUSD. The ELPI was a bright spot for English Learners who increased 4.3% to 42.8% making progress. LTELs demonstrated the strongest growth at 7.9 with 58.1% making progress. ELD instruction appears sound in GPUSD. 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): Effective
Student Group(s): All Students; 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: +3.21% from 89.18% to 92.39%
English Learners: +.12% from 91.66% to 91.78%
Foster Youth: -22.8% from 2024 89.61% to 66.8%
Low Income: +3.62% from 88.69% to 92.31%
Homeless: -8.79% from 88.06 to 79.27%

Chronic Absenteeism (Metric 3.3)
All Students: 6.1 decreased % from 31% to 24.9%
English Learners: -4.9 decrease from 27% to 22.1%
Foster Youth: Not available
Low Income: 6.8 decrease from 31% to 25%

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

Analysis Statement:
GPUSD actions for Health Services were effective. Chronic absenteeism declined district-wide by 6.1 percentage points, which is an almost 20% drop. The previous year saw an equivalent drop. This improvement was mirrored among key student groups, with rates dropping by 4.9 points for English Learners, 6.8 points for Low-Income students, and 6.8 points for Foster Youth. All great indications that students value coming to school. 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. Ideally, the district conducts surveys of students and parents regarding the role health services played in their continued attendance.

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: +3.21% from 89.18% to 92.39%
English Learners: +.12% from 91.66% to 91.78%
Foster Youth: -22.8% from 2024 89.61% to 66.8%
Low Income: +3.62% from 88.69% to 92.31%
Homeless: -8.79% from 88.06 to 79.27%

Chronic Absenteeism (Metric 3.3)
All Students: 6.1 decreased % from 31% to 24.9%
English Learners: -4.9 decrease from 27% to 22.1%
Foster Youth: Not available
Low Income: 6.8 decrease from 31% to 25%

CAST Science (Metric 2.18)
All Students: Increased .15% from 5.73% to 6.82%
English Learners: Increased .7% from 0 to .7%
Foster Youth: Not available
Low Income: Increased .43% from 5.6% to 6.91%

Educational Partner Input

High School Students rated facilities 13% higher from 37.5% to 51%
Middle School Students rated facilities 22% higher from 24% to 46%
Elementary School Students rated facilities 10% lower from 76% to 66%

Analysis Statement:
1.7 Facility Maintenance and 1.8 Staff Materials and supplies for extended day are providing GPUSD with some of its largest growth. Students in Middle School and High School gave facilities and extended day high marks. Middle school and high school students see the improvements the district has made to facilities, and they know the district has other changes on the way. In the Fall of 2026, the swimming pool complex and the Sports Medicine facility will open. CAST science improved gradually due to the extended opportunities for project-based learning after school. 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 4.9% from 27% to 22.1%.

Action(s): Action 9: Technical Assistance for Administrators and Teachers

2024 DA Qualifying Student Group(s): LTEL.
Effectiveness of Action: Effective
Metrics: ELA, Math, CCI, Suspension
ELA: -.72% from 4.46% to 3.74% (Metric 2.1)
ELA DFS: +23.6 DFS from 109.1 DFS to -79.6 DFS (Metric 2.19)
Math: Increased 3.99% from 4.42% to 6.02% (Metric 2.2)
Math DFS: decreased 15.6DFS from 120.7 DFS to 131.7 DFS (Metric 2.20)
CCI: Increased 15.2 % from 8.8% to 21.7% (Metric 2.21)
Suspension: decreased -2.7% from 9.5 % to 6.8%

LTEL Analysis Statement. Technical assistance for LTEL students for these metrics was effective. Administrators and teachers conducted regular professional development, which led to improvement in ELA and math. CCI increased due to effective instruction at the high school level. Professional development in restorative practices reduced the suspension rate for LTELs.

2024 DA Qualifying Student Group(s): Homeless
Effectiveness of Action: Ineffective
Metrics: ELA, Math, Suspension

ELA: Decreased 1.74% from 22.58% to 20.84% (Metric 2.1)
ELA DFS: Increased 47.4 DFS from 92.2 DFS to 141.4 DFS (Metric 2.19)
Math: Decreased 3.13% from 15.63% to 20% (Metric 2.2)
Math DFS: decreased 39.8 from 100 DFS to 139.8 DFS
Suspension: increased 3.6% from 4.5% to 8.1%

Homeless Analysis Statement. Technical assistance for LTEL students for these metrics was ineffective. Administrators and teachers conducted regular professional development; however, homeless student achievement decreased. Professional development in restorative practices had no effect on homeless student attendance. The district needs increased focus on homeless students, which includes daily monitoring. Interventions for homeless students need improvement.

2025 DA Qualifying Student Group(s): English Learners
Effectiveness of Action: Effective
Metrics: ELA, Math, and Chronic Absenteeism
ELA: +.97% from 9.53% to 10.5% (Metric 2.1)
ELA DFS: +15.2 DFS from -87.3 DFS to -72.2 DFS (Metric 2.19)
Math: -1.5% from 10.35% to 8.85% (Metric 2.2)
Math DFS: +5.7 DFS from -107.3 DFS to -101.1 DFS (Metric 2.20)
Chronic Absenteeism: -4.9% from 27% to 24.9% (Metric 3.3)--Red

English Learners Analysis Statement: Technical assistance for English Learners students for these metrics was effective. Administrators and teachers conducted regular professional development, which led to improvement in ELA and math. These metrics still remain low, indicating that the district should focus on integrated English language instruction to support English Learners. For that reason, GPUSD has shifted teachers and funding to the action 2204: English Learner Program.

2025 DA Qualifying Student Group(s): Students with Disabilities
Effectiveness of Action: Ineffective
Metrics: ELA, Math, and Chronic Absenteeism
ELA: -1.73% from 8.96% to 7.23% (Metric 2.1)
ELA DFS: -2.6 DFS from -132.6 DFS to -127.3 DFS (Metric 2.19)
Math: -9.83% from 15.85% to 6.02% (Metric 2.2)
Math DFS: -13.3 DFS from -140.5 DFS to 134.6 DFS (Metric 2.20)
Chronic Absenteeism: -4.42% from 41.22% to 36.8%

Student with Disabilities Analysis Statement: Technical assistance for Students with Disabilities for these metrics was ineffective. Administrators and teachers conducted regular professional development, which had no effect on ELA and math outcomes. The chronic absence rate remained low at 36.8%, indicating that SEL and restorative practices had little effect on SWD chronic absence. SWD missed so much class, technical assistance could have little effect. The district needs to focus on SWD chronic absence.

2025 DA Qualifying Student Group(s): Hispanic Students
Effectiveness of Action: Effective
Metrics: Math, Chronic Absenteeism
Math: Increased 3.99% from 4.42% to 6.02% (Metric 2.2)
Math DFS: +7.9 DFS from -103.3 DFS to -95.4 DFS (Metric 2.20)
Chronic Absenteeism: +5.8 from 30.6% to 24.8

Hispanic Students Analysis Statement: Technical assistance for Hispanic students was effective for these metrics. Administrators and teachers conducted regular professional development, which had a positive effect on ELA and math outcomes. The chronic absence rate improved; however, it still remained low. The district needs to focus on implementing improved attendance practices at specific sites.

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.

Corrected Metric 1.1 Highly Qualified Teachers: (1) the data source was adjusted to CA Dashboard; (2) Target 3 Outcome was increased to 90% for credentialed teachers. Corrected Metric 1.4: Broad Course of Study: Corrected High School all students to 100% from the number of students. Action 1.6: Provided LREBG amount: $266,444. Added "During the 2026-2027 school year, a (.26 FTE) school psychologist will be employed." Action 1.9: Technical Assistance for Administrators and Teachers was added, and each student group was separated. The only additional change was to the format of goal analysis. Actions were separated and evaluated. The following heading was added for the evaluation: The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability. The actions outlined in Goal Three supported the progress toward meeting the goal: Golden Plains Unified School District will ensure that the conditions for learning meet or exceed standards and/or expectations throughout the school year.

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

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.	$8,583,750.00	No

Action #	Title	Description	Total Funds	Contributing
		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 Highly Qualified Teachers: metric 1.1 Standards Aligned Instructional Material: metric 1.2 Implementation of standards: metric 1.3 Access to and Enrollment in a Broad Course of Study: metric 1.4 Monitoring Systems: metric 1.5 Inventories: metric 1.6 Technology: metric 1.7 Fit Report: metric 1.12 Instructional Rounds: metric 1.14		
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	$1,148,882.00	Yes
1.3	Technology Department (2202)	To support the district's technology needs, GPUSD will provide technology personnel. Director of Technology Technology Staff Technology personnel will provide chromebooks and laptops to students as well as technology assistance for GPUSD staff.	$728,966.00	No

Action #	Title	Description	Total Funds	Contributing
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	$454,296.00	Yes
1.5	Health Services	To maintain adequate health services for students, GPUSD will provide the following: District Health Aides	$75,913.00	No
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 $266,444: 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. During the 2026-2027 school year, a (.26 FTE) school psychologist will be employed. 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. The (.5) Speech Language Pathologist will not 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.	$50,545.44	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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 continuing with a .26 FTE psychologist, 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	$3,268,434.00	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	$1,071,183.00	Yes
1.9	Technical Assistance for Administrators and Teachers	GPUSD is eligible for technical assistance due to the following student groups: 2024 DA Qualifying: LTEL and Homeless 2025 DA Qualifying: English Learners (ELA, Math, and Chronic Absenteeism); Students with Disabilities (ELA, Math, and Chronic Absenteeism); Hispanic Students (Math, Chronic Absenteeism) Students: LTEL ELA: -.72% from 4.46% to 3.74% (Metric 2.1) ELA DFS: +23.6 DFS from 109.1 DFS to -79.6 DFS (Metric 2.19) Math: Increased 3.99% from 4.42% to 6.02% (Metric 2.2) Math DFS: decreased 15.6DFS from 120.7 DFS to 131.7 DFS (Metric 2.20) CCI: Increased 15.2 % from 8.8% to 21.7% (Metric 2.21) Suspension: decreased -2.7% from 9.5 % to 6.8% 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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 1.74% from 22.58% to 20.84% (Metric 2.1) ELA DFS: Increased 47.4 DFS from 92.2 DFS to 141.4 DFS (Metric 2.19) Math: Decreased 3.13% from 15.63% to 20% (Metric 2.2) 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		

Action #	Title	Description	Total Funds	Contributing
		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.		

Action #	Title	Description	Total Funds	Contributing
		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 SBAC ELA All Students: 26.39% EL: 10.50%	Golden Plains Unified All Students:40% EL:30% LI: 35% FY: NA Homeless: 40%	GOLDEN PLAINS UNIFIED SBAC ELA All Students: +4.73% EL: +.97%

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	LI: 26.38% FY: NA Homeless: 20.84% SWD: 7.23% LI SWD: NA LTEL: 3.74% San Joaquin Elementary All Students: 18.49% LI: 18.23% Hispanic: 18.66% LI Hispanic:18.39% EL:8.92% Data Year: 2024-2025 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: +4.51% FY: NA Homeless: -1.74% SWD: -1.73% LI SWD: NA % LTEL: -.72% San Joaquin Elementary All Students: +1.09% LI: +1.03% Hispanic: +1.38% LI Hispanic: +1.29% EL: -1.68%
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 Homeless:	GOLDEN PLAINS UNIFIED SBAC Mathematics: 19.19% English Learners Standard Met: 12.43% Low Income: Standard Met: 19.19% Foster Youth	GOLDEN PLAINS UNIFIED SBAC Mathematics: 16.28% English Learners Standard Met: 8.85% Low Income: Standard Met: 16.23% Foster Youth	GOLDEN PLAINS UNIFIED SBAC Mathematics: 25% English Learners Standard Met: 23%% Low Income: Standard Met: 25% Foster Youth Standard Met: NA	GOLDEN PLAINS UNIFIED SBAC Mathematics: +.42% English Learners Standard Met: -1.5% Low Income: Standard Met: +.83% Foster Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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: 12.50% SWD: Standard Met: 6.02% Long-Term English Learners: Standard Met: 8.41% TRANQUILLITY ELEMENTARY All Students: 16.06% LI: 16.03% Hispanic: 15.67% EL: 11.54% LI Hispanic: 15.03% Data Year: 2024-2025 Data Source: DataQuest	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%	Standard Met: NA Homeless: Standard Met: -3.13% SWD: Standard Met: -9.83% Long-Term English Learners: Standard Met: +3.99% TRANQUILLITY ELEMENTARY All Students: +7.06% LI: +7.03% Hispanic: +6.49% EL: +7.7% LI Hispanic: +5.94%
2.3	English Learner Progress	English Learners making progress toward language proficiency Total ELs: 692 ELs making progress: 38.8%	English Learners making progress toward language proficiency Total ELs: 595	English Learners making progress toward language proficiency Total ELs: 580	English Learners making progress toward language proficiency Total ELs: NA	English Learners making progress toward language proficiency Total ELs: -15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL students: TBD LTEL: Students: est 47.2% Data Year: 2022-2023 Data Source: CA Dashboard	ELs making progress: 38.5% Total LTELS: 159 (changed from 46) LTEL students: 50.2% Data Year: 2023-2024 Data Source: CA Dashboard	ELs making progress: 42.8% Total LTELS: 234 LTEL students: 58.1% Data Year: 2024-2025 Data Source: CA Dashboard	ELs making progress: 60% LTEL students: 25%	ELs making progress: +4.3% Total LTELS: +75 LTEL students: +7.9%
2.4	English Learner Reclassification Rate	Revised 5/1/2026 EL Reclassification Rate Total ELs: 692(Oct 5, 2022) Reclassified: 36 (Oct 3, 2023) ELs Reclassified: 5.20% Data Year: 2023 Data Source: CALPADS Reported 2024 EL Reclassification Rate Total ELs: 692 ELs Reclassified: 4%	Revised 5/1/2026 EL Reclassification Rate Total ELs: 656 (Oct 4, 2023) Reclassified: 80 (Oct 1, 2024) ELs Reclassified: 12.2% Data Year: 2024 Data Source: CALPADS Reported 2025 EL Reclassification Rate Total ELs: 656 Reclassified: 46 ELs Reclassified: 7%	EL Reclassification Rate Total ELs: 591 (Oct 2, 2024) Reclassified: 77(Oct 1, 2025) ELs Reclassified: 13% Data Year: 2025 Data Source: CALPADS	EL Reclassification Rate Total ELs: NA ELs Reclassified: 20%	EL Reclassification Rate Total ELs: -65 ELs Reclassified: +.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2024, incorrect should be 2023 Data Source: CALPADS	Data Year: 2025, incorrect should be 2024 Data Source: CALPADS			
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 Data Source: DataQuest	ELA Grade11 CAASPP All students: 18.75% LI: 17.71% EL: 2.70% Foster: * No results available Homeless* No results available Data Year: 2024 Data Source: DataQuest	ELA Grade11 CAASPP All students: 48.39% LI: 47.83% EL: 12.90% Foster: * No results available Homeless* No results available Data Year: 2025 Data Source: DataQuest	ELA Grade11 CAASPP All students: 55% LI: 50% EL: 45% Foster: 55% Homeless: 55%	ELA Grade11 CAASPP All students: 18.59% LI: 18.79% EL: 12.9% Foster: * No results available Homeless* No results available
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 Data Source: DtaQuest	Math Grade 11 CAASPP All students: 13.98% LI: 14.13% EL: 3.23% Foster:* No results available Homeless* No results available Data Year: 2025 Data Source: DataQuest	Math Grade 11 CAASPP All students: 25% LI: 23% EL: 20% Foster: 20% Homeless: 20%	Math Grade 11 CAASPP All students: +7.98% LI: +7.88 EL: +3.23% Foster:* No results available Homeless* No results available
2.7	K-12 ELA Interim Assessment Quarterly	IReady, IABs & IACs	IReady, IABs & IACs	IReady, IABs & IACs	IReady, IABs & IACs	IReady, IABs & IACs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress by School (% met/exceeded)	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	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% Homeless: 25% Data Year: 2025 Data Source: Local Indicator	K-8 GPUSD Met or Exceeded All: 22.7% LI: 22.7 EL: 14.9% FY: 7.1% Homeless: 7.1% K-12 GPUSD Met or Exceeded All: 20.3% LI: 20.2% EL: 21% FY: 7.5% Homeless: 7.5% Data Year: 2026 Data Source: Local Indicator I-Ready: Reading	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% EL: 40% FY: 40% Homeless: 40%	K8 GPUSD Met or Exceeded All: +2.7% LI: +2.7% EL: -.10% FY: -12.9% Homeless: -13% K-12 GPUSD Met or Exceeded All: +.3% LI: +.2% EL: +6% FY: -13.5% Homeless: -13.5%
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)	IReady, IABs & IACs K-8 GPUSD Met or Exceeded All: 25% LI: 25% EL: 17.9% FY: 7.7% Homeless: 7.5% Grades 9-12 (added April 2025)	IReady, IABs & IACs GPUSD Met or Exceeded LI: 35% EL: 30% FY: 30% H: 30% FY: 30% Data Year: 2027 Data Source: IREADY	IReady, IABs & IACs K8 GPUSD Met or Exceeded All: +10% LI: +10% EL: +12.9% FY: -7.3% Homeless: -7.5% K-12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			GPUSD Met or Exceeded All: 30% LI: 30% EL: 25% FY: 25% Homeless: 25% Data Year: 2025 Data Source: Local Indicator	GPUSD Met or Exceeded All: 41% LI: 41.2% EL: 54% FY: 0 Homeless: 0 Data Year: 2026 Data Source: Local Indicator I-Ready Math	Grade 9-12 (added April 2025) GPUSD Met or Exceeded All: 35% LI: 35% EL: 30% FY: 30% Homeless: 30%	GPUSD Met or Exceeded All: +26% LI: +26.2% EL: +49% FY: -15% Homeless: -15%
2.9	K-12 ELD Interim Assessment Quarterly Progress by School (% met/exceeded)	IReady, IABs & ACs GPUSD Met or Exceeded EL: 5% LTELs: 5% Data Year: 2024 Data Source: IREADY	IReady, IABs & IACs GPUSD K-8 Met or Exceeded 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	IReady, IABs & IACs GPUSD K-8 Met or Exceeded EL: Not completed LTEL: Not completed Grade 9-12 GPUSD Met or Exceeded EL: Not completed LTEL: Not completed Data Year: 2026 Data Source: Local Indicator	IReady, IABs & IACs GPUSD K-8 Met or Exceeded EL: 50% LTEL: 50% Data Year: 2027 Data Source: IREADY Grade 9-12 (added April 2025) GPUSD Met or Exceeded EL: 50% LTEL: 50%	IReady, IABs & IACs GPUSD K-8 Met or Exceeded EL: Not completed LTEL: Not completed Grade 9-12 GPUSD Met or Exceeded EL: Not completed LTEL: Not completed
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%	A-G Requirements met: 92 Students 38: All students: 35.2%	A-G Requirements met: 97 Students 39: Total students A-G: 40.2%	A-G Requirements met: All students: 80% Low Income: 75%	A-G Requirements met: +5 Students +6 students: All students: +2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24: English Learners: 26% 0: Foster Youth: 0% Data Year: 2022-2023 Data Source: DataQuest 2023	38: Low Income: 35.2% 13: English Learners: 14.3%(revised from 27.7%) No Data: Foster Youth: % Data Year: 2023-2024 Data Source: DataQuest	39: Low Income: 40% 13: English Learners: 13.4% No Data: Foster Youth Data Year: 2024-2025 Data Source: DataQuest	English Learners: 70% Foster Youth: 60%	+6 students: Low Income: +2.5% -11 Students: English Learners: -12.6% No Data: Foster Youth: %
2.11	Percentage of Seniors completing at least 1 CTE Pathway	Students who completed one pathway: 92 Students 12: All students: 13% 12: Low Income 13% 1: English Learners: 1.2% 0 : Foster Youth: 0 Data Year: 2022-2023 Data Source: CALPADS	Students who completed one pathway: 84 Senior Students 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	Students who completed one pathway: 103 Senior Students 27: All students: 26% 11: Low Income 26.2% 13: English Learners: 25.5% NA: Foster Youth: NA Data Year: 2024-2025 Data Source: CALPADS	Students who completed one pathway: maintain 150 All students: 50% English Learners: 20% Foster Youth: NA	Students who completed one pathway: +11 Senior Students +13: All students: +13% -1: Low Income +13.2% +8: English Learners: +24.3% NA: Foster Youth: NA
2.12	Percentage of Seniors completing a CTE pathway and meeting A-G requirement	Students who completed CTE pathway and A-G requirement.	Students who completed CTE pathway and A-G requirement.	Students who completed CTE pathway and A-G requirement.	Students who completed CTE pathway and A-G requirement.	Students who completed CTE pathway and A-G requirement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 Data Source: CALPADS	Total students: 103 CTE Pathway completion: 27 students, or 26% A-G Met: 39 students, or 40.2% CTE and A-G met: 11 students of: 10.7% Data Year: 2024-2025 Data Source: CALPADS	Total students: 100 CTE Pathway completion: 50% A-G Met:80% CTE and A-G met: 25%	Total students: -5 CTE Pathway completion: +15 students, 13% A-G Met: +6 students, +2.7% CTE and A-G met: +8 students, +7.5%
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: 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: 2024 Data Source: CA Dashboard	2024-2025 Four Year Graduation Rate: All Students: 96.1%% Low Income: 96.1% English Learners: 94.1% LTEL: 97.8% Foster Youth: NA Hispanic: 96% SWD: 85.7% Data Year: 2025 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: +10.4% Low Income: +10.5% English Learners: +21.1% LTEL: +4.3% Foster Youth: NA Hispanic: +7.6% SWD: +31.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	SPED Certification	Number of students receiving certification: 2023: 2/5 or 20% Data Year: 2023 Data Source: Local Data (SEIS)	Number of students receiving certification: 2024: 1 of 1 Data Year: 2024 Data Source: Local Data (SEIS)	Number of students receiving certification: 2025: 2 of 9, 22.22% Data Year: 2025 Data Source: Local Data (SEIS)	Number of students receiving certification: Students: 1 of 1. 100%	Number of students receiving certification: 2025: +1, -77.78%
2.15	Percentage met/exceeded PFT in grades 5, 7, and 9	2022-2023 5th: 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	2023-2024 5th: Cantua: 100% 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	2024-2025 5th: Cantua: 100% Helm: 100% SJES: 98%% (54/55) TES: 100% (27/27) 7th Cantua: 100% Helm: 100% SJES: 95%% (61/64) TES: 91.3% (21/23) Tranquillity High: 9th: 93.5% (87/93) Data Year: 2025 Data Source: Local Data/Fitness Test	Year 5th: Cantua: 100% Helm: 100% SJES: 100% TES: 100% 7th Cantua: 100% Helm: 100% SJES: 100% TES: 100% Tranquillity High: 9th: (100%)	PFT 5th: Cantua: 0 Helm: 0 SJES: -2% TES: 0 7th Cantua: 0 Helm: 0 SJES: -5% TES: -8.7% Tranquillity High: 9th: -6.5%
2.16	Percentage of students participating in sports at each school in each	District students participating in sports: Total Students:	District students participating in sports:	Discontinued metric in student achievement; this metric is included	District students participating in PE: Total students:	District students participating in sports:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	season of sport. Grades 5-12.	Students participating: 1370 Cantua Elementary: All: 192 Participating: 45% San Joaquin Elementary: All: 523 Participating: 25% Tranquillity Elementary: 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)	Total Students: Students participating: 807 Cantua Elementary: All: 79 (Grades 5-8) Participating: 156 Participating %: 100% 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%	in student engagement.	Students participating: 1400 Cantua Elementary: All: Participating: 50% San Joaquin Elementary: All: Participating: 50% Tranquillity Elementary: All: Participating: 50% Helm Elementary: All: Participating: 50% Tranquillity High: All: Participating: 40% Rio Del Rey: (Continuation School)	Total Students: Students participating: Cantua Elementary: Participating %: +55% San Joaquin Elementary: Participating &: +75% 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
			Rio Del Rey: (Continuation School) Data Year: 2025 Data Source: New metric Local Indicator October 2024			
2.17	Student Academic 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%	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:	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:	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:	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 50% SPED: 50% Helm Elementary: All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50% Tranquillity High: All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50% Rio Del Rey All: 50% ELs: 50% Low Income: 50% Hispanic: 50% SPED: 50% Data Year: 2024 Data Source: New metric Local Indicator	All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Helm Elementary: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Tranquillity High: All: 100% ELs: 100% Low Income: 100% 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	All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Helm Elementary: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Tranquillity High: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Rio Del Rey All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Data Year: 2026 Data Source: Local Indicator-Ellevation	All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Helm Elementary: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Tranquillity High: All: 100% ELs: 100% Low Income: 100% Hispanic: 100% SPED: 100% Rio Del Rey All: 100% ELs:100% Low Income: 100% Hispanic: 100% SPED: 100%	Tranquillity Elementary: All: +50% ELs: +50% Low Income: +50% Hispanic: +50% SPED: +50% Helm Elementary: All: +50% ELs: +50% Low Income: +50% Hispanic: +50% SPED: +50% Tranquillity High: All: +50% ELs: +50% Low Income: +50% Hispanic: +50% SPED: +50% 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%	Golden Plains Unified All Students: 6.97%	Golden Plains Unified All Students: 6.82%	LEA Level: All Students: EL: 20% LI: 20%	Golden Plains Unified All Students: +.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: NA SWD: 2.94% LI SWD: N/A LTEL: 0% San Joaquin Elementary All Students: 4.27% LI: 3.77% Hispanic: 4.35% LI Hispanic: 3.85% EL: 0% Data Year: 2023 Data Source: CAASPP	EL: .71% LI: 6.48% FY: NA SWD: 3.33% LI SWD: N/A LTEL: 2.50% San Joaquin Elementary All Students: 4.63% LI: 4.85% Hispanic: 4.90% LI Hispanic: 5.15% EL: 0% Data Year: 2024 Data Source: CAASPP	EL: .70% LI: 6.91% FY: NA SWD: 0% LI SWD: N/A LTEL: 0% San Joaquin Elementary All Students: 6.25% LI: 6.31% Hispanic: 6.42% LI Hispanic: 6.49% EL: 1.54% Data Year: 2025 Data Source: CAASPP	FY: 10% SWD: 15% LI SWD: 10% LTEL: 215% San Joaquin Elementary All Students: LI: 20% Hispanic:15% LI Hispanic:10% EL:10.6%	EL: .7% LI: +.43% FY: NA SWD: -3.33% LI SWD: N/A LTEL: -2.5% San Joaquin Elementary All Students: +1.62% LI: +1.46% Hispanic: +1.52% LI Hispanic: +1.34% EL: +1.54%
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	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	GOLDEN PLAINS UNIFIED All Students: -63.5 DFS EL: -72.2 DFS Hispanic: -62.8 DFS LI: -63.9 DFS FY: No data Homeless: -94 SWD: -127.3 DFS LI SWD: Not available LTEL: -79.6 DFS SAN JOAQUIN ELEMENTARY	GOLDEN PLAINS UNIFIED All Students: 0 DFS EL: 0 DFS Hispanic: 0 DFS LI: 0 DFS FY: 0 DFS Homeless: 0 DFS SWD: 0 DFS LI SWD: 0 DFS LTEL: 0 DFS SAN JOAQUIN ELEMENTARY All Students: 0 DFS LI: 0 DFS	GOLDEN PLAINS UNIFIED All Students: +19.1 DFS EL: +15.2 DFS Hispanic: +19.2 DFS LI: +21.6 FS FY: * Not available Homeless: -1.8 DFS SWD: -2.6 DFS LI SWD: Not available LTEL: +23.6 DFS SAN JOAQUIN ELEMENTARY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI Hispanic: 98.4 DFS Data Year: 2023 Data Source: CA Dashboard	All Students: -83.9 DFS LI: -84.7 DFS Hispanic: -83.1 DFS EL: -86.3 DFS LI Hispanic: No data Data Year: 2024 Data Source: CA Dashboard	All Students: -81 DFS LI: -82.3 DFS Hispanic: -80 DFS EL: -84.3 DFS LI Hispanic: No data Data Year: 2025 Data Source: CA Dashboard	Hispanic: 0 DFS EL: 0 DFS LI Hispanic: 0 DFS	All Students: +16.8 DFS LI: +16.3 DFS Hispanic: +18.4 DFS EL: +17.9DFS LI Hispanic: No data
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 Homeless: - 100 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 Homeless: -139.9 DFS 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	GOLDEN PLAINS UNIFIED All Students: -95.4 DFS EL: -101.1 DFS Hispanic: -95.4 DFS LI: -96.1 DFS FY: No data Homeless: -129.7 SWD: -134.6 DFS LI SWD: Not available LTEL: -131.7 DFS TRANQUILLITY ELEMENTARY All Students: -86.4 DFS LI: -87.4 DFS Hispanic: -87.9DFS EL: -85.5 DFS LTEL: -92.7 DFS	GOLDEN PLAINS UNIFIED All Students: 0 DFS (revised April 2025 from 104.5) EL: 0 DFS (revised April 2025 from 30) Hispanic: 0 DFS (revised April 2025 from no goal) LI: 0 DFS (revised April 2025 from 15) FY: No data Homeless: 0 DFS SWD: 0 DFS (revised April 2025 from 70) LI SWD: 0 DFS LTEL: 0 DFS(revised April 2025 from 104.5) TRANQUILLITY ELEMENTARY	GOLDEN PLAINS UNIFIED All Students: +.9 DFS EL: +5.7 DFS Hispanic: +7.9 DFS LI: +8.3 DFS FY: No data Homeless: -29.7 DFS SWD: -13.3 DFS LI SWD: Not available LTEL: -15.6 DFS TRANQUILLITY ELEMENTARY All Students: +56.9 DFS LI: +52 DFS Hispanic: No data DFS EL: +53 DFS LTEL: +65.5 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	Data Year: 2025-2026 Data Source: CA Dashboard	All Students: 0 DFS LI: 0 DFS Hispanic: 0 DFS EL: 0 DFS LI Hispanic: 0 DFS	
2.21	CCI Indicator	LEA Level: No Color 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: Orange All Students:18.4% prepared LI:18.4% EL: 9.8% LTEL: 6.5 FY: NA SPED: 0% Hispanic: 19.8% Tranquility High All students: 21.4% EL: 12.2% LTEL: 11.1% Data Year: 2023-2024 Data Source: CA Dashboard	LEA Level: Yellow All Students: 30.1% prepared LI: 30.1% EL: 22% LTEL: 21.7 FY: NA SPED: 28.6% Hispanic: 30% Tranquility High All students: 32.4% EL : 22% LTEL: 22.2 Data Year: 2024-2025 Data Source: CA Dashboard	LEA Level: Green All Students: 75% LI: 75% EL: 75% FY: 70% SPED: 50% Hispanic: 75% Tranquility High All students: 75% EL: 70% LTEL: 65%	LEA Level: All Students: +13.4% LI: +13.9% EL: 14.3% LTEL: +15.2% FY: NA SPED: +28.6% Hispanic: +12.8% Tranquility High All students: +14.8% EL: +13.9% LTEL: +11.1
2.22	Professional Development	GPUSD Instructional Staff & Teachers Academic Instruction: 25% Academic Tier 2 Support: 10% Academic Tier 3 Intervention: 10% Data Year: 2024	GPUSD Instructional Staff & Teachers Academic Instruction: 100% Academic Tier 2 Support: 100% Academic Tier 3 Intervention: 100%	GPUSD Instructional Staff & Teachers Academic Instruction: 100% Academic Tier 2 Support: 100% Academic Tier 3 Intervention: 100%	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
		Data Source: New metric Local Indicator	Data Year: 2025 Data Source: New metric Local Indicator	Data Year: 2026 Data Source: New metric Local Indicator		
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 (REVISED 2026) 1st Q: % Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity Elementary: 100% Tranquillity High: 75% Rio Del Rey:100% 2nd Q: % Cantua: 100% Helm: 100% San Joaquin: 100% Tranquillity Elementary: 100% Tranquillity High: 75% Rio Del Rey:100% 3rd Q: % Cantua: 100% Helm: 100% San Joaquin: 100%	GPUSD: Weekly Instructional Rounds 1st Q: 100% teachers 2nd Q: 100% teachers 3rd Q: 100% teachers 4th Q: 100% teachers	GPUSD: Weekly Instructional Rounds (REVISED 2026) BASELINE 2024 1st Q: % Cantua: +75% Helm: +75% San Joaquin: +75% Tranquillity Elementary: +75% Tranquillity High: +50% Rio Del Rey: +75% 2nd Q: % Cantua: +75% Helm: +75% San Joaquin: +75% Tranquillity Elementary: +75% Tranquillity High: +50% Rio Del Rey: +75% 3rd Q: % Cantua: +75% Helm: +75% San Joaquin: +75%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Tranquillity Elementary: 100% Tranquillity High: 75% Rio Del Rey:100% 4th Q: Pending Data Year: 2026 Data Source: Local Indicator (Google Form)		Tranquillity Elementary: +75% Tranquillity High: +50% Rio Del Rey: +75% 4th Q: Pending
2.24	AP Pass 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% English Learner = (1/19) 5.26% Foster Youth: 0% Data Year: 2023 Data Source: DataQuest	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% English Only: (6/51) 11.76% English Learner: (6/51) 11.76% Foster Youth: 0 Data Year: 2024	All Students AP Metric Met: Students: 21/40 AP Spanish: 18/19 95% AP Calculus AB: 0/3 0 AP Pre-Calc: 0/8 0 AP Engl Lit: 2/7 29% AP CSP: 1/3 33% All: 53% English Learners Redesignated: 33/40 82.5% English Only: 6/40 15% English Learner: 1/40 2.5%	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% English Learner = 75% Foster Youth: 0%	All Students AP Metric Met: Students +21 AP Spanish: -5% AP Calculus AB: 0 AP Pre-Calc: 0 AP Engl Lit: +29% AP CSP: 0% All: -47% English Learners: Redesignated: -7% English Only: +9.74% English Learner:-2.76% Foster Youth:0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local data	Foster Youth: *Not Available Data Year: 2025 Data Source: Local data		
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: 30% LI: 30% EL: 25% LTELs: 20% FY: 25% Homeless: 25% SWD: 20% Data Year: 2025 Data Source: Local Indicator	Discontinued metric in student achievement.	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: 100% LI: 100% EL: 100% LTELs: 100% FY: 100% Homeless: 100% SWD: 100%	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 All: NA LI: NA EL: NA LTELs: FY: NA Homeless: NA SWD: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: Enrollment: All: Pending EL: Pending LI: Pending Data Year 2025-2026 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 [2025-26]

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.

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability. The actions outlined in Goal three supported the progress toward meeting the goal: GPUSD students will improve academically in ELA, Math, English Learner progress, and Physical Fitness towards college and career readiness throughout the year.

Action 1: Exceptional Academic Instruction
Implementation Status: 5 – Full Implementation and Sustainability. (Priority 4: Student Outcomes)
The district supervised professional development for administration, teachers, and staff. Instructional Leadership Team meetings provided administrators with guidance for supervising instruction at their sites. Instruction modeled research-based teaching practices and aligned to Common Core and English learner standards. Administration observed classes to ensure that teachers and staff implemented the methods developed in professional development. This action funded all principals and site secretaries. The district began investigating the use of a new Math and Social Studies curriculum.
No substantive difference in planned action compared to the actual implementation.

Action 2: Academic Tier 2 Support
Implementation Status: 5 – Full Implementation and Sustainability. (Priority 4: Student Outcomes)

Several sites in GPUSD monitored student progress on a weekly and quarterly basis. Students who underperformed were provided additional in-class support using small-group instruction. The Assistant Superintendent collaborated with site admin and staff to identify underperforming students and align them with supplemental materials, additional teacher and staff tutoring in small groups, and additional programs that strengthen foundational skills. Ten (10) Instructional Aides worked with teachers to provide students additonal opportunities to demonstrate mastery of the learning objectives. At weekly Professional Learning Communities (PLCs), teachers shared student data and determined next steps, which included identifying alternative teaching methods and/or providing additional support for students. The use of PLCs and professional development days provided teachers and staff the opportunity to collaborate to improve instruction. Four (4) librarians provide students access and guidance to standards-aligned reading materials. LREBG funds were employed to purchase supplemental materials to boost ELA and Math scores. This action primarily funded instructional aides, librarians, and supplemental instructional materials.
Success: Sites implemented Interim Assessment Benchmarks throughout the district starting at mid-year. Sites received valuable data on student progress in ELA Reading, and Math. Teachers were able to use data to make adjustments to teaching methods. Summit-
No substantive difference in planned action compared to the actual implementation.

Action 3: Academic Tier 3 Intervention
Implementation Status: 5 – Full Implementation and Sustainability. (Priority 4: Student Outcomes)
All sites implemented Tier 3 academic intervention. Three reading intervention teachers provided intense language instruction for students in grades K-8. Counselors met with students and conducted academic planning. MTSS coordinated additional supports for students through Student Support Teams (SST), which provided students with focused interventions from classroom teachers.
No substantive difference in planned action compared to the actual implementation.

Action 4: English Learner Program
Implementation Status: 5 – Full Implementation and Sustainability. (Priority 4: Student Outcomes)
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. Teachers implemented integrated and designated English Language Development at all school sites, using standards-aligned instructional materials. The district tracked and monitored ELs using Ellevation and Summit K-12, which provided additional opportunities for language improvement. Instructional aides worked one-on-one with ELs in preparation for the ELPAC. The district began investigating the use of a new EL curriculum.
No substantive difference in planned action compared to the actual implementation.

Action 5: Career and Technical Education Program
Implementation Status: 4 – Full Implementation. (Priority 4: Student Outcomes)
The district provided several CTE instructors at Tranquillity High School to provide students the opportunity to engage in career exploration and improve college and career readiness. Three different teachers in Sports Medicine, Medical Careers, and Ag Mech delivered instruction on CTE competencies.
No substantive difference in planned action compared to the actual implementation. The district must always review the high number of CTE instructors under declining enrollment.

Action 6: STEAM Program

Implementation Status: 4 – Full Implementation. (Priority 4: Student Outcomes)
A highly qualified STEAM instructor built interest in the STEAM program using robotics at the elementary level through the purchase of robotics tools and manipulatives. Students participated in project-based learning activities.
Difference in action: The STEAM teacher was deployed at three of four elementary schools due to scheduling. The district must annually review the sustainability of electives such as STEAM under declining enrollment. The cost for this action through the LCAP is minimal: $500.

Action 7: SPED Program
Implementation Status: 4 – Full Implementation. (Priority 4: Student Outcomes)
The district provided teachers and instructional aides at all sites to meet the required instructional minutes of its SPED students. Services included speech, mental health, and counseling. Sustainability is possible with additional state and federal funds, but expenditures are not fully covered.
No substantive difference in planned action compared to the actual implementation.

Acton 8, Visual and Performing Arts Program
Implementation Status: 4 – Full Implementation. (Priority 4: Student Outcomes)
LCAP funds were used to purchase new musical instruments and replace/refurbish used equipment. Students performed at several events, and demonstrated improved participation in music.
No substantive difference in planned action compared to the actual implementation.

Action 9: Agriculture Program
Implementation Status: 4 – Full Implementation. (Priority 4: Student Outcomes)
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.
No substantive difference in planned action compared to the actual implementation. The district must always review the high number of Ag instructors under declining enrollment.

Action 10: Athletic Department
Implementation Status: 4 – Full Implementation. (Priority 7: Other Student Outcomes)
GPUSD hired two PE TOSAs, who were athletic coaches, for the elementary schools, so that students gained improved instruction in PE.
No substantive difference in planned action compared to the actual implementation. The district must always review the number of PE TOSAs under declining enrollment

Action 11, Lower class
Implementation Status: 4 – Full Implementation. (Priority 4: Student Outcomes)
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.
No substantive difference in planned action compared to the actual implementation. The district must always review the number of instructors that lower class size under declining enrollment.

Action 12 and Action 13
Implementation Status: 5 – Full Implementation and Sustainability.
Targeted actions 12 and 13, 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.
No substantive difference in planned action compared to the actual implementation.

Action 14
Implementation Status: 3--Initial Implementation
SWD were provided the tier 1 instruction necessary for success, and the SPED program tracked and monitored students. The SPED director worked closely with schools to ensure outstanding outcomes for SPED students. High Chronic absenteeism 32% contributed to the lack of progress in ELA and math. School sites and DO student services personnel have tracked and monitored SWD to improve attendance.
No substantive difference in planned action compared to the actual implementation.

Successes:
1. GPUSD effectively implemented its Multi-tiered system of academic support at two schools. Teachers provided 1st best instruction, using regular benchmark assessments.
2. After a review of benchmark data, students were provided the appropriate support at Tier 2 or Tier 3.
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. Some sites struggle to monitor students and provide intervention effectively.
2. Site leaders struggle to prioritize the MTSS system or need additional training on how to implement the MTSS process.
3. GPUSD needs to implement PD in small doses throughout the year and avoid just one or two trainings a year in EL methods. We also need to develop a system that inventories trainings, and ensures all teachers receive training throughout the year.
4. Teachers struggled with the new interim assessment schedule and the logistics of testing.
5. High chronic absence affects student achievement, especially SWD.

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.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Fourteen 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: 4.73% increase from 21.66% to 26.39%
English Learners: .97% increase from 9.53% to 10.50%
Low-Income: 4.51% increase from 21.87 % to 26.38%
Foster Youth:Not available

CAASPP Math (Metric 2.2)
All students: .42% increase from 15.85% to 16.28%
English Learners: 1.5% decrease from 10.35% to 8.85%
Low-Income: .83% increase from 15.40% to 16.23%
Foster Youth:Not available

EL Progress (Metric 2.4)
Reclassification rate: 7.76% increase from 5.24%% to 13%

K-12 ELA Interim Assessments (Metric 2.7):
All: +.3% increase from 20% to 20.3%
LI: +.2% increase 20% to 20.2%
EL: +6% increase from 15% to 21%
FY: -13.5% from 20% to 7.5%
Homeless: 7.5%

K-12 Math Interim Assessments (Metric 2.8):
All students: Increased 26% from 15% to 41%
English Learners: Increased 26.2% from 15% rto 41.2%
Low-Income: Increased 49% from 5% to 54%
Foster Youth: Decreased -15% from 15% to 0

Homeless: Decreased -15% from 15% to 0

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Benchmarks not completed
LTEL: Baseline 24-25: Benchmarks not completed

EDUCATION PARTNER INPUT:
72% agreed GPUSD is doing a good job with EL and Long Term EL Progress
55% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement

Analysis Statement:
GPUSD is evaluated as "somewhat effective" for these two very important actions. Actions 1 and 2 constitute the first two tiers of academic MTSS. Based on end-of year-tests, GPUSD might have earned "effective"; however, due to the lack of interim assessment data, "somewhat effective" is the highest we should evaluate. GPUSD students basically maintained in Math, but made significant gains in English, though English learner growth was meager at less than 1%. These actions were particularly strong because EL made progress and were reclassified at 13%, which is normal for CA. The improved language instruction bodes well for ELs. 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. Interm assessments were taken near mid-year, but the data could not be accessed readily. Hopefully, leadership made the difference this year. Instructional leaders, the principals collected and reviewed weekly lesson plans and ensured they included academic language and corresponding standards. Administrators and 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.
2026-2027 Funding. Action 1: Personnel: $1,599,436 Non-Personnel: $15,000. Action 2: Personnel: $774,784 Non-Personnel: $207,113

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: 4.73% increase from 21.66% to 26.39%
English Learners: .97% increase from 9.53% to 10.50%
Low-Income: 4.51% increase from 21.87 % to 26.38%
Foster Youth:Not available

CAASPP Math (Metric 2.2)
All students: .42% increase from 15.85% to 16.28%
English Learners: 1.5% decrease from 10.35% to 8.85%
Low-Income: .83% increase from 15.40% to 16.23%
Foster Youth:Not available

EL Progress (Metric 2.4)
Reclassification rate: 7.76% increase from 5.24%% to 13%

K-12 ELA Interim Assessments (Metric 2.7):
All: +.3% increase from 20% to 20.3%
LI: +.2% increase 20% to 20.2%
EL: +6% increase from 15% to 21%
FY: -13.5% from 20% to 7.5%
Homeless: 7.5%

K-12 Math Interim Assessments (Metric 2.8):
All students: Increased 26% from 15% to 41%
English Learners: Increased 26.2% from 15% rto 41.2%
Low-Income: Increased 49% from 5% to 54%
Foster Youth: Decreased -15% from 15% to 0
Homeless: Decreased -15% from 15% to 0

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Benchmarks not completed
LTEL: Baseline 24-25: Benchmarks not completed

EDUCATION PARTNER INPUT:
72% agreed GPUSD is doing a good job with EL and Long Term EL Progress
55% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement

Analysis Statement:
As mentioned earlier, Actions 1 and 2 constitute the first two tiers of academic MTSS. This action, which provides the third tier for academic, made strong contributions to the success of our student outcomes. Last year, the district had more interim assessment data to use; this year, technical and training issues have resulted in less data; however, our Assistant Superintendent made great progress establishing a district assessment calendar and coordinating with site leaders to conduct IABs on time. One reason for the challenges is that the district is switching to the FIABs used with the Smarter Balance CDE website. The district used data chats with teachers and PLC time to discuss student progress, but real-time data is not forthcoming. Because we are implementing all teaching methods as last year, we expect similar improvement. GPUSD students did very well on the CAASPP ELA exam. All students improved 4.73% from 21.66% to 26.39%. Tranquillity High School set the pace at 49%, a new high since 2017. However, the gains were not realized at other sites. Tier three metrics

demonstrate we are on the right track. Math improved slightly, and we are using Impact Teams to replicate the growth that Tranquility Elementary had. TES all students gained 7.06%; Low Incme improved 7.03%, and ELs kept pace at 7.7%. Difference in standard ws equally effective at TES with al students improving 56.9 DFS and EL improving 53 DFS. Those are substantial gains, which we plan to replicate using the same teaching methods. English Learners receiving improved instruction and support are making astonishing advances in language development. The reclassification rate grew 7.7% to 13%, which is on par with the state average. GPUSD expects that our end of year scores will continue to improve based on current practices.

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: .97% increase from 9.53% to 10.50%
Long-Term English Learners: -.72% decrease from 4.46% to 3.74%

CAASPP Math (Metric 2.2)
English Learners: 1.5% decrease from 10.35% to 8.85%
Long-Term English Learners: % increase from 4.42% to 10.28%

English Learner Progress (Metric 2.3)
English Learners: Increased 4.3% from 38.8% to 42.8%
LTELs: increased +7.9% from 50.2% to 58.1%

EL Progress (Metric 2.4)
Reclassification rate: 7.76% increase from 5.24%% to 13%

K-12 ELA Interim Assessments (Metric 2.7):
All: +.3% increase from 20% to 20.3%
LI: +.2% increase 20% to 20.2%
EL: +6% increase from 15% to 21%
FY: -13.5% from 20% to 7.5%
Homeless: 7.5%

K-12 Math Interim Assessments (Metric 2.8):
All students: Increased 26% from 15% to 41%
English Learners: Increased 26.2% from 15% rto 41.2%
Low-Income: Increased 49% from 5% to 54%
Foster Youth: Decreased -15% from 15% to 0

Homeless: Decreased -15% from 15% to 0

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Benchmarks not completed
LTEL: Baseline 24-25: Benchmarks not completed

Graduation Rate (Metric 2.13)
English Learners: Increased 21.1% from 73% to 94.1%
Long Term English Learners: Increased 4.3% from 93.5% to 97.8%.

CCI Indicator (Metric 2.21)
English Learners: Increased 14.3% from 7.7% to 22%
Long Term English Learners: Increased 15.2% from 6.5% to 21.7%

CCI Indicator Tranquillity High School
ELs: Increased 14.8% from 8.1% to 22%
LTELs: Increased 11.1% from 11.1% to 22.2%

EDUCATION PARTNER INPUT:
72% agreed GPUSD is doing a good job with EL and Long Term EL Progress
55% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement
68% agreed GPUSD is doing a good job with College and Career Readiness

Analysis Statement:
The biggest story in academic success is the advent of EL success on the ELPAC and the college and career indicator. English Learners progress rose 4.3% on the ELPAC to 42%. The reclassification rate hit 13%, which is about the state average. While ELs declined throughout the district, two sites Tranquillity Elementary and Tranquillity High School showed gains, which means that English Learners can excel in math. The College and Career Indicator was cause for celebration. ELs rose 14.3% to 22%; LTELs increased 15.2% to 21.7%. ELs had more opportunities to become college and career ready. They had access to a wide array of CTE courses, which opened opportunities for them. This year, the same CTE opportunities are available. The district is focusing on EL instruction to ensure that ELs get designated ELD time in elementary. We are working on integrated EL instruction as well because ELA and Math scores indicate instruction at several sites is not meeting the needs of English Learners. Highly qualified ELD teachers and aides were provided in Action 2.4. Sites that use EL aides to support individualized language development show improvement. 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: .97% increase from 9.53% to 10.50%

CAASPP Math (Metric 2.2)
English Learners: 1.5% decrease from 10.35% to 8.85%

English Learner Progress (Metric 2.3)
English Learners: Increased 4.3% from 38.8% to 42.8%
LTELs: increased +7.9% from 50.2% to 58.1%

EL Progress (Metric 2.4)
Reclassification rate: 7.76% increase from 5.24%% to 13%

K-12 ELA Interim Assessments (Metric 2.7):
All: +.3% increase from 20% to 20.3%
LI: +.2% increase 20% to 20.2%
EL: +6% increase from 15% to 21%
FY: -13.5% from 20% to 7.5%
Homeless: 7.5%

K-12 Math Interim Assessments (Metric 2.8):
All students: Increased 26% from 15% to 41%
English Learners: Increased 26.2% from 15% rto 41.2%
Low-Income: Increased 49% from 5% to 54%
Foster Youth: Decreased -15% from 15% to 0
Homeless: Decreased -15% from 15% to 0

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Benchmarks not completed
LTEL: Baseline 24-25: Benchmarks not completed

Graduation Rate (Metric 2.13)
English Learners: Increased 21.1% from 73% to 94.1%

CCI Indicator (Metric 2.21)
English Learners: Increased 14.3% from 7.7% to 22%

CCI Indicator Tranquillity High School
ELs: Increased 14.8% from 8.1% to 22%

LTELs: Increased 11.1% from 11.1% to 22.2%

EDUCATION PARTNER INPUT:
72% agreed GPUSD is doing a good job with EL and Long Term EL Progress
55% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement
68% agreed GPUSD is doing a good job with College and Career Readiness

Analysis Statement:
Based on the 2024-2025 Dashboard and other indicators, the CTE Program at THS is doing an excellent job attracting English Learners to CTE courses. As a result, English Learners and LTELs are reaching historic highs on the CCI. As mentioned earlier, EL rose 14.3% overall and 14.8% at THS more than likely because the CTE course take place at THS. LTELs doubled their CCI score from 11.1% to 22.2%. GPUSD is ensuring that all students including ELs have access to course that can provide them well-paying jobs after high school: Sports Medicine, Medical Careers, and Ag Mech-Welding. GPUSD intends to support all learners by providing integrated language instruction in CTE courses. THS uses minimal LCAP funding for CTE, relying on other state funds. The LCAP supports with additional supplies and materials. The 2026-2027 LCAP will fund one instructor due to diminishing grant opportunities.

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: 4.73% increase from 21.66% to 26.39%
English Learners: .97% increase from 9.53% to 10.50%
Low-Income: 4.51% increase from 21.87 % to 26.38%
Foster Youth:Not available

CAASPP Math (Metric 2.2)
All students: .42% increase from 15.85% to 16.28%
English Learners: 1.5% decrease from 10.35% to 8.85%
Low-Income: .83% increase from 15.40% to 16.23%
Foster Youth:Not available

CAST Science (Metric 2.18)
All students: Increased .7% from 5.73% to 6.82%
English Learners: Increased .70% from 0 to .70%
Low-Income: Increased .43% from 5.6% to 6.91%
Foster Youth:Not available

English Learner Progress (Metric 2.3)
English Learners: Increased 4.3% from 38.8% to 42.8%
LTELs: increased +7.9% from 50.2% to 58.1%

EL Progress (Metric 2.4)
Reclassification rate: 7.76% increase from 5.24%% to 13%

K-12 ELA Interim Assessments (Metric 2.7):
All: +.3% increase from 20% to 20.3%
LI: +.2% increase 20% to 20.2%
EL: +6% increase from 15% to 21%
FY: -13.5% from 20% to 7.5%
Homeless: 7.5%

K-12 Math Interim Assessments (Metric 2.8):
All students: Increased 26% from 15% to 41%
English Learners: Increased 26.2% from 15% rto 41.2%
Low-Income: Increased 49% from 5% to 54%
Foster Youth: Decreased -15% from 15% to 0
Homeless: Decreased -15% from 15% to 0

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Benchmarks not completed
LTEL: Baseline 24-25: Benchmarks not completed
EDUCATION PARTNER INPUT:
72% agreed GPUSD is doing a good job with EL and Long Term EL Progress
55% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement
68% agreed GPUSD is doing a good job with College and Career Readiness

GPUSD allocates less than $5,000 to this action; however, the funds are supplemental. GPUSD believes strongly in project-based science instruction, and this action is designed to augment PBL. The Science TOSA provided robotics instruction to students at three elementary schools on a pull-out basis. The teacher created extensive lesson plans that she submitted to the principal. Lesson plans included Science standards and differentiated instruction for her students. The 2025 CAST exam shows the district improved almost 1 point 6.82%. 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: Somewhat Effective
Student Groups: SWD

Metrics: SWD

CAASPP ELA (Metric 2.1)
All students: 4.73% increase from 21.66% to 26.39%
English Learners: .97% increase from 9.53% to 10.50%
Low-Income: 4.51% increase from 21.87 % to 26.38%
Foster Youth: Not available
SWD: 1.73% decrease from 8.96% to 7.23%

CAASPP Math (Metric 2.2)
All students: .42% increase from 15.85% to 16.28%
English Learners: 1.5% decrease from 10.35% to 8.85%
Low-Income: .83% increase from 15.40% to 16.23%
Foster Youth: Not available
SWD: 9.83% decrease from 15.85% to 12.50%

Graduation Rate (Metric 2.13)
All students: Increased 10.4% from 85.7% to 94.8%
English Learners: Increased 21.1% from 73% to 92.3%
Low-Income: Increased 10.5% from 85.6% to 94.8%
Foster Youth: NA
SWD: Increased 31.9% from 53.8% to 85.7%

CCI Indicator (Metric 2.21)
All students: Increased 13.4% from 16.7% to 30.1%
English Learners: Increased 14.3% from 7.7% to 22%
Low-Income: Increased 13.9% from 16.8% to 30.1%
Foster Youth: Not Available
SWD: +28.6% from 0% to 28.6%

Analysis Statement:
In light of the low performance for SPED students on the 2025 CAASPP ELA and math exams, GPUSD has encouraged SPED students to enroll in CTE courses at the high school. CTE courses provide students the opportunity for relevant project-based learning experiences, and SPED students excel in these courses. As a result, the CCI for SPED students increased 28.6% from 0. 28.6% was double all other student groups. The district is working on enhancing integrated ELD into CTE courses so that SPED performance on CAASPP ELA can rise. The district includes SPED students in the cycle of continuous improvement. Teachers and Administrators review student progress and collaborate on improving teaching methods and aligning SPED students to academic supports that address their needs. Counselors at every school site meet with SPED students and provide academic planning. Next year, the district is collaborating with Fresno County to address CIM/Significant Disproportionality.

Goal 2, Action 8: Visual and Performing Arts Program.
Effectiveness of Actions: 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: 4.73% increase from 21.66% to 26.39%
English Learners: .97% increase from 9.53% to 10.50%
Low-Income: 4.51% increase from 21.87 % to 26.38%
Foster Youth:Not available
SWD: 1.73% decrease from 8.96% to 7.23%

English Learner Progress (Metric 2.3)
English Learners: Increased 4.3% from 38.8% to 42.8%
LTELs: increased +7.9% from 50.2% to 58.1%

EL Progress (Metric 2.4)
Reclassification rate: 7.76% increase from 5.24%% to 13%

K-12 ELA Interim Assessments (Metric 2.7):
All: +.3% increase from 20% to 20.3%
LI: +.2% increase 20% to 20.2%
EL: +6% increase from 15% to 21%
FY: -13.5% from 20% to 7.5%
Homeless: 7.5%

K-12 Math Interim Assessments (Metric 2.8):
All students: Increased 26% from 15% to 41%
English Learners: Increased 26.2% from 15% rto 41.2%
Low-Income: Increased 49% from 5% to 54%
Foster Youth: Decreased -15% from 15% to 0
Homeless: Decreased -15% from 15% to 0

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Benchmarks not completed
LTEL: Baseline 24-25: Benchmarks not completed
A-G Completion (Metric 2.10)
All students: 2.7% increase from 37.5% to 40.2%
English Learners: 12.6% decrease from 26% to 13.4%

Low-Income: 2.5% increase from 37.5% to 40%
Foster Youth: No data.

CCI Indicator (Metric 2.21)
All students: Increased 13.4% from 16.7% to 30.1%
English Learners: Increased 14.3% from 7.7% to 22%
Low-Income: Increased 13.9% from 16.8% to 30.1%
Foster Youth: Not Available
SWD: +28.6% from 0% to 28.6%

Attendance Rates (Metric 3.2)
All Students: +3.21% from 89.18% to 92.39%
English Learners: +.12% from 91.66% to 91.78%
Foster Youth: -22.8% from 2024 89.61% to 66.8%
Low Income: +3.62% from 88.69% to 92.31%
Homeless: -8.79% from 88.06 to 79.27%

Chronic Absenteeism (Metric 3.3)
All Students: decreased 6.1% from 31% to 24.9%
English Learners: decreased 4.9% from 27% to 22.1%
Foster Youth: Not available
Low Income: decreased 6.8% from 31.8% to 25%

EDUCATION PARTNER INPUT:
72% agreed GPUSD is doing a good job with EL and Long Term EL Progress
55% agreed GPUSD is doing a good job with ELA & Math CAASPP math achievement
68% agreed GPUSD is doing a good job with College and Career Readiness

Analysis Statement:
The Visual and Performing Arts Program is exceeding expectations for student engagement. Though not a metric, the program has over 150 students out of a student enrollment of 370. The music department enrolls nearly 100 students an increase from previous years when the district could not hire a certificated music teacher. The VAPA program was a contributing factor to a decrease chronic absence as more and more students found school more compelling. English Learner Chronic Absence improved 14.3% to 22%. The VAPA program broadens access to electives and provides students opportunities to demonstrate college and career readiness in activities they know and love. The CCI improved 13.4% overall to 30%, which is a major surprise, indicating we are heading in the right direction. ELA and math scores improved overall; however, ELAs and LTELs languished. The need for improved professional development for integrated instruction in VAPA and other subjects became a major focus this year. The district provided professional development at all sites. 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, 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: 4.73% increase from 21.66% to 26.39%
English Learners: .97% increase from 9.53% to 10.50%
Low-Income: 4.51% increase from 21.87 % to 26.38%
Foster Youth:Not available
SWD: 1.73% decrease from 8.96% to 7.23%

CAASPP Math (Metric 2.2)
All students: .42% increase from 15.85% to 16.28%
English Learners: 1.5% decrease from 10.35% to 8.85%
Low-Income: .83% increase from 15.40% to 16.23%
Foster Youth:Not available
SWD: 9.83% decrease from 15.85% to 12.50%

CAST Science (Metric 2.18)
All students: Increased .7% from 5.73% to 6.82%
English Learners: Increased .70% from 0 to .70%
Low-Income: Increased .43% from 5.6% to 6.91%
Foster Youth:Not available

English Learner Progress (Metric 2.3)
English Learners: Increased 4.3% from 38.8% to 42.8%
LTELs: increased +7.9% from 50.2% to 58.1%

EL Progress (Metric 2.4)
Reclassification rate: 7.76% increase from 5.24%% to 13%

K-12 ELA Interim Assessments (Metric 2.7):
All: +.3% increase from 20% to 20.3%
LI: +.2% increase 20% to 20.2%
EL: +6% increase from 15% to 21%

FY: -13.5% from 20% to 7.5%
Homeless: 7.5%

K-12 Math Interim Assessments (Metric 2.8):
All students: Increased 26% from 15% to 41%
English Learners: Increased 26.2% from 15% rto 41.2%
Low-Income: Increased 49% from 5% to 54%
Foster Youth: Decreased -15% from 15% to 0
Homeless: Decreased -15% from 15% to 0

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Benchmarks not completed
LTEL: Baseline 24-25: Benchmarks not completed
Attendance Rates (Metric 3.2)
All Students: .5% decrease from 91.6% to 91.1%
English Learners: Not Available
Foster Youth: Not Available
Low Income: Not Available

Chronic Absenteeism (Metric 3.3)
All Students: decreased 6.1% from 31% to 24.9%
English Learners: decreased 4.9% from 27% to 22.1%
Foster Youth: Not available
Low Income: decreased 6.8% from 31.8% to 25%

Analysis Statement:
The Ag Department is providing all students access to project-based learning and courses that can lead to employment in agriculture. The district maintains three ag teachers at the high school, which is a high number given a student enrollment of 370. As a result, English Learners and LTELs are reaching historic highs on the CCI. As mentioned earlier, EL rose 14.3% overall and 14.8% at THS more than likely because the CTE course take place at THS. LTELs doubled their CCI score from 11.1% to 22.2%. GPUSD is ensuring that all students including ELs have access to course that can provide them well-paying jobs after high school: Sports Medicine, Medical Careers, and Ag Mech-Welding. GPUSD intends to support all learners by providing integrated language instruction in CTE courses. Additional agriculture instructors funded through incentive grants 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. The 2026-2027 LCAP will fund one instructor due to diminishing grant opportunities.

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: 96% participation

CCI Indicator (Metric 2.21)
All students: Increased 13.4% from 16.7% to 30.1%
English Learners: Increased 14.3% from 7.7% to 22%
Low-Income: Increased 13.9% from 16.8% to 30.1%
Foster Youth: Not Available
SWD: +28.6% from 0% to 28.6%

English Learner Progress (Metric 2.3)
English Learners: Increased 4.3% from 38.8% to 42.8%
LTELs: increased +7.9% from 50.2% to 58.1%

EL Progress (Metric 2.4)
Reclassification rate: 7.76% increase from 5.24%% to 13%

Chronic Absenteeism (Metric 3.3)
All Students: decreased 6.1% from 31% to 24.9%
English Learners: decreased 4.9% from 27% to 22.1%
Foster Youth: Not available
Low Income: decreased 6.8% from 31.8% to 25%

Analysis Statement:
GPUSD believes PE is one subject all students can experience success if they have a positive experience. This year, GPUSD employed two PE TOSAs at the elementary school level. The PE TOSAs provide sports instruction that regular teachers, on the whole, do not possess. PE TOSAs taught stretching and strength. They also provided expertise in competitive sports such as football, baseball, basketball, soccer, and cross country. As a result, school extra curriculum teams expanded, and we added middle school teams. Because students enjoyed more opportunities to compete, and instructors created positive relations, the chronic absenteeis metric improved. All students decreased 6.1%, and ELs decreased 4.9%. Improved PE experiences helped improve the CCI metric. All students increased 13.4% and ELs14.3%. All of the same methods are being implemented this year, and we expect additional increases. GPUSD required PE to implement the ELD standards through PD and instructional rounds. English Learners are responding. EL language progress increased 4.3% to 42.8%. 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: 4.73% increase from 21.66% to 26.39%
English Learners: .97% increase from 9.53% to 10.50%
Low-Income: 4.51% increase from 21.87 % to 26.38%
Foster Youth:Not available
SWD: 1.73% decrease from 8.96% to 7.23%

CAASPP Math (Metric 2.2)
All students: .42% increase from 15.85% to 16.28%
English Learners: 1.5% decrease from 10.35% to 8.85%
Low-Income: .83% increase from 15.40% to 16.23%
Foster Youth:Not available
SWD: 9.83% decrease from 15.85% to 12.50%

Highly Qualified Teachers (Metric 1.1)
Clear: 4% decrease from 78.3% to 74.4%
Out-of-Field: 0, no change
Intern: 4.1 decrease from 7.1% to 3%
Ineffective: 5.6% increase from 14% to 19.6%
Unknown: 0 no change
NA: 0 no change

GPUSD expected lower class size to have a larger effect on student scores in 2025. GPUSD students demonstrated improvement in ELA. Math scores showed meager improvement after a great 2024 showing. English Learners did not show strong growth on either (ELA 10.5%; Math 8.85%). 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 and increased language support, scaffolding, and targeted instruction to fill learning gaps in foundational reading, basic, math, and language acquisition groups, especially when examining the smaller schools in the district. Math scores at Tranquillity Elementary increased over 4%. Small classes allowed more time for teachers to monitor students and provide additional instructional support as can be seen at small sites like Helm where class sizes averaged 5.4 students. Helm has some of the highest scores in the district.

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: 1.09% increase from 17.4% to 18.49%
English Learners: 1.68% decrease from 10.6% to 8.92%
Low-Income: 1.03% increase from 17.2% to 18.23%
Hispanic: Increased 1.38% from 17.28% to 18.66%
LI Hispanic: Increased 1.29% from 17.1% to 18.39%

ELA Distance from Standard (Metric 2.19) SJES
All students: +16.8 from -97.8 DFS to -81 DFS
English Learners: +17.9 DFS from -102.2 DFS to -84.3 DFS
Low Income: decreased +16.3% from -98.6 DFS to -82.3 DFS
Hispanic: decreased +18.4 DFS from -98.4 DFS to -80 DFS
Low Income Hispanic: No data

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: 7.76% increase from 5.24%% to 13%

K-12 ELA Interim Assessments (Metric 2.7):
All: +.3% increase from 20% to 20.3%
LI: +.2% increase 20% to 20.2%
EL: +6% increase from 15% to 21%
FY: -13.5% from 20% to 7.5%
Homeless: 7.5%

K-12 Math Interim Assessments (Metric 2.8):
All students: Increased 26% from 15% to 41%
English Learners: Increased 26.2% from 15% rto 41.2%
Low-Income: Increased 49% from 5% to 54%
Foster Youth: Decreased -15% from 15% to 0

Homeless: Decreased -15% from 15% to 0

K-12 ELD Interim Assessments (Metric 2.9)
English Learners: Benchmarks not completed
LTEL: Baseline 24-25: Benchmarks not completed

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

Targeted ELA Academic support at San Joaquin was somewhat effective. All students increased 1.09%, and ELs improved 1.68%. Results indicated that San Joaquin needs to re-focus on instruction and implementation of standards. This year, site administration held several professional development days for all teachers to improve core instruction. Site administration conducted observational rounds of all teachers to ensure that ELA instruction implemented the ELA CCSS. San Joaquin implemented interim assessments for all grade levels; however, because they used FIABs, the site struggled to provide comparable quarterly data. The district is working on assessment alignment. Preliminary results from I-Ready suggest student achievement in ELA will rise. A counselor at San Joaquin guided students with an academic plan and monitored student progress. In addition, the district used PARSEC, which monitors student growth on summative assessments, providing data on math metrics throughout the year.

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 7.06% from 9% to 16.06%
English Learners: Increased 7.7% from 3.84% to 11.54%
Low-Income: Increased 7.03% from 9% to 16.03%
Hispanic: Increased 6.49% from 9.18% to 15.67%
Low-Income Hispanic: Increased 5.94% from 9.09% to 15.03%
Foster Youth: Not available

Math Distance from Standard (Metric 2.20)
All students: Increased 56.9% from -143.3 DFS to -86.4 DFS
English Learners: Increased 53 DFS from -138.5 DFS to -85.5 DFS
Low Income: Increased 52 DFS from -139.4 DFS to -87.4 DFS
Hispanic: increased 55.1 DFS from -142.5 DFS to -87.9 DFS
LTEL: Increased 65.5 DFS from 158.2 DFS to -92.7 DFS

Tranquillity Elementary continues to improve in mathematics. For the second year in a row, TES grew substantially despite the fact it replaced well over half its instructional staff. TES students increased 7.06%; ELs improved even more at 7.7%. Distance from standard improved as well by on average 55 points. Tranquillity continues to implement Impact Teams, which focuses teachers on best instruction and collaboration. The site principal conducts instructional rounds, data chats, and sets up PLCs, so teachers can monitor student progress, adjust methods, and provide academic supports. All of these actions should work 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: 4.73% increase from 21.66% to 26.39%
SWD: 1.73% decrease from 8.96% to 7.23%

CAASPP Math (Metric 2.2)
All students: .42% increase from 15.85% to 16.28%
SWD: 9.83% decrease from 15.85% to 12.50%

Target Academic Support for SWD was somewhat effective. The SPED committee made a concerted effort to improve SPED instruction and teacher collaboration. This year, the SPED team addressed Continuous Improvement Monitoring (CIM) due to significant Disproportionality. The district is completing a data drill down to examine root causes for disproportionality with SPED teachers. The district has expanded its committee to include CDE as a partner in the System Improvement project. Site leaders were part of the progress monitoring in district data reviews. At this point, progress is in the initial stage.

SPED instruction included the following: 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. DELAC parents confirmed that SPED teachers communicated very well this year. SPED Instructional Aides supported SPED students who met or exceeded standards, allowing teachers to focus on students who needed extensive 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 determined 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.

The only change was to the format of goal analysis. Actions were separated and evaluated.

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability. The actions outlined in Goal three supported the progress toward meeting the goal: GPUSD students will improve academically in ELA, Math, English Learner progress, and Physical Fitness towards college and career readiness throughout the year.

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

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	$1,614,437.00	No

Action #	Title	Description	Total Funds	Contributing
		(2) .5 FTE THS Counselors (1) THS Registrar		
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. (GPUSD will discontinue LRBG expenditures due to less funding this year) 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)	$1,003,784.00	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 (GPUSD will use LRBG expenditures to augment counseling positions) 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. LREB Grant. Two (.15) Counselors were included for the 2026-2027 school year to provide additional 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 are 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 integrating counselors 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.	$296,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREB Grant. One (.34) Reading TOSA reading for the 2026-2027 school year to provide additional core reading support and instruction in a pull-out program. Allowable Use B: Close student learning gaps through evidence-based learning support, such as tutoring, or other one-on-one or small group learning support by certificated or classified staff. LREBG Metrics: 2.1 & 2.2 ELA & Math CAASPP (all students, EL, FY, LI)		
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) (GPUSD is reorganizing funding to strengthen the EL program)	$1,300,313.00	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:	$142,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. CTE Certificated teachers 2. CTE Supplemental materials and supplies 3. CTE Professional Development (GPUSD increased funding in CTE to improve College and Career Readiness)		
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 (GPUSD has reallocated resources from STEAMe to EL Program)	$500.00	Yes
2.7	Special Education Certificated Staff (2112)	This action intends to improve outcomes for students with disabilities through access to highly qualified staff, standards-aligned curriculum, and best teaching practices. Highly Qualified Staff: Certificated teachers Certificated administrators & counselors Supplies and Materials Services Best Instruction: 1. First Best Instruction. Highly Qualified teachers will provide first, best instruction. 2. Common-Core Standards-aligned curriculum and instruction 3. Frequent check for understanding 4. Co-teaching models 5. Specially designed instruction 6. Progress Monitoring 7. Professional learning for instruction and monitoring	$2,044,131.26	No

Action #	Title	Description	Total Funds	Contributing
		8. Admin Instructional Rounds 9. Data chats with teachers and admin 10. Communication with parents for academic support District SPED Committee: Meets with education partmers monthly to reflect on the implementation and student progress of SPED students. 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. CIM/SIGNIFICANT DISPROPORTIONALITY 2026-2027 History: GPUSD is in Continuous Improvement Monitoring(CIM) Intensive Level 1 due to "Significant Disproportionality" identified by the California Department of Education (CDE). To address CIM, GPUSD has aligned its SPED program improvement efforts with the SELPA. The process for Engagement and Alignment with SELPA and System Improvement Efforts. Step 1. Data-driven decision making. The district is completing a Data Drilldown, which examines root causes for disproportionality. SPED personnel will participate in the drill down. Step 2. Collaboration. GPUSD is partnering with CDE in the System Improvement Leads (SIL) Project with CDE. Step 3. Targeted Technical Assistance. Progress will be monitored through data reviews, LRE metrics, annual disproportionality reports.		

Action #	Title	Description	Total Funds	Contributing
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	$111,759.00	Yes
2.9	Agriculture Program	To support Agriculture program participation and academic achievement, GPUSD will provide the following: 1. Certificated teachers 2. Supplemental materials and supplies 3. Professional Development	$146,133.00	Yes
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	$249,868.00	Yes
2.11	Lower Class Size	To support student access to highly qualified teachers, GPUSD will provide the following: 1. Additional certificated personnel (Elementary) (GPUSD expended funding in 2025-2026) 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	$755,480.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$500.00	Yes
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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Teachers are also responsible for tracking SPED student data and notifying parents when students struggle. 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 Total students: 1326 Cantua Elementary: Total students: All: 100% ELs:100% Low Income:100% Hispanic: 100%	Student Counseling Monitoring Total students: 1370 Cantua Elementary: Total students: All: 100% ELs:100% Low Income: 100%	Student Counseling Monitoring Total students: -14 Cantua Elementary: Total students: All: +30% ELs: +30% Low Income: +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%	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% Low Income:100%	Hispanic: 100% SPED:100% San Joaquin Elementary: Total students:100% All: 100% ELs:100% Low Income:100% Hispanic: 100% SPED:100% Tranquillity Elementary: Total students: All: 100% ELs:100% Low Income:100% Hispanic: 100% SPED:100% Helm Elementary: Total students:100% All: 100% ELs:100% Low Income:100% Hispanic: 100% SPED:100% Tranquillity High: Total students:100% All: 100% ELs:100% Low Income:100%	Hispanic: +30% SPED: +30% San Joaquin Elementary: Total students: All: +30% ELs: +30% Low Income: +30% Hispanic: +30% SPED: +30% Tranquillity Elementary: Total students: All: +30% ELs: +30% Low Income: +30% Hispanic: +30% SPED: +30% Helm Elementary: Total students: All: +30% ELs: +30% Low Income: +30% Hispanic: +30% SPED: +30% Tranquillity High: Total students: All: +30% ELs: +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% Data Year: 2026 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%	Low Income: +30% Hispanic: +30% SPED: +30% Rio Del Rey Total students: All: +30% ELs: +30% Low Income: +30% Hispanic: +30% SPED: +30%
3.2	Attendance Rates	Attendance Rate All: 89.18% English Learners: 91.66% Low Income: 88.69% Foster Youth: No students Homeless: 88.06 Data Year: 2023 Data Source: (CALPADS) (Revised/corrected May 2026. 14.1 Student Absenteeism)	Attendance Rate All: 90.26% English Learners: 91.46% Low Income: 78.57% Foster Youth: 89.61% Homeless: 81.08% Data Year: 2024 Data Source: (CALPADS) (Revised/corrected May 2026. 14.1 Student Absenteeism)	Attendance Rate All: 92.39% English Learners: 91.78% Low Income: 92.31% Foster Youth: 66.8% Homeless: 79.27% Data Year: 2025 Data Source: (CALPADS) (Revised/corrected May 2026. 14.1 Student Absenteeism)	Attendance Rate All: 95% English Learners: 95% Low Income: 95% Foster Youth: 95% Homeless: 95%	Attendance Rate All: +3.21% English Learners: +.12% Low Income: +3.62% Foster Youth: No data 2023. -22.8% from 2024 Homeless: -8.79%
3.3	Chronic Absenteeism	Chronic Absenteeism All students: 31.0%	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism All students: 17%	Chronic Absenteeism All students: -6.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 27.0% Low Income: 31.8% SWD: 41.22% Hispanic: 30.6% Foster Youth: N/A Homeless: 27.7% Data Year: 2023 Data Source: CA Dashboard	All students: 25.2% English Learners: 21.7% Low Income: 25.9% SWD: 36.9% Hispanic: 24.9% Foster Youth: N/A Homeless: 5.6% Data Year: 2024 Data Source: CA Dashboard	All students: 24.9% (Red) English Learners: 22.1% (Red) Low Income: 25% (Orange) SWD: 36.8% (RED) Hispanic: 24.8% Foster Youth: N/A Homeless: 24.1% Data Year: 2025 Data Source: CA Dashboard	English Learners: 15% Low Income: 17% SWD: 17% Hispanic: 17% Foster Youth: NA	English Learners: -4.9 Low Income: -6.8 SWD: -4.42 Hispanic: -5.8 Foster Youth: N/A Homeless: -3.6
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: 3.7% English Learners: 3.6% Low Income: 3.8% Hispanic: 3.6% Foster Youth: * Homeless: 2.4% Data Year: 2025 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: -.9 English Learners: -1.4 Low Income: -.07 Hispanic: -.7 Foster Youth: * Homeless: -2.1
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% Data Year: 2025 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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	High School Drop Out Rate	High School Dropout Rate: All Students: 14.2% English Learners: 25.8% Low Income: 13.5% Hispanic: 14.3% Foster Youth: *Not Available Homeless:* Not Available Data Year 2023 Data Source: DataQuest	High School Dropout Rate: 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	High School Dropout Rate: Drop Out Students: 4 Total: 103 All Students: 4% English Learners: 6% Low Income: 4% Hispanic: 4% Foster Youth: *Not Available Homeless: 0% Data Year 2025 Data Source: DataQuest	High School Drop Out Rate: All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% Foster Youth: Homeless: NA	High School Dropout Rate: All Students: -10.2 students English Learners: -19.6 students Low Income: -9.5 students Hispanic: -10.3 students% 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: N/A Data Year: 2025 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: * Low Income: * Hispanic: 0.1% 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	California Healthy Kids Survey Data Year: 2025-2026 December/January 2026	California Healthy Kids Survey Data Year: 2027 HIGH SCHOOL	California Healthy Kids Survey HIGH SCHOOL

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	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	HIGH SCHOOL SUPPORTS AND ENGAGEMENT (from Table A6.4, p 18) School Connectedness: 45% Academic Motivation: 62% Two or fewer Absences per month: 82% Caring Adult Relationships: 48% High Expectations: 55% Meaningful Participation: 20% Perceived School Safety: 52% VIOLENCE No Victimization: 90% (Table A8.3) No Harassment: 89% (Tale A8.2, p 36) No Mean Rumors: 77% No Fear of Getting Beat Up: 97%	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	SUPPORTS AND ENGAGEMENT School Connectedness: -1.5% Academic Motivation: -3.2% Two or fewer Absences per month: -9.5% Caring Adult Relationships: +8% High Expectations: +2% Meaningful Participation: +3.5% Perceived School Safety: +5% VIOLENCE No Victimization: +4% No Harassment: -2% No Mean Rumors: -7% No Fear of Getting Beat Up: +5.5% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental

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	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%	OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement: 47% No Substance Use at School: 81% Facilities Upkeep: 51% MIDDLE SCHOOL California Healthy Kids Survey Data Year: 2025-2026 December/January 2026 SUPPORTS AND ENGAGEMENT (from Table A6.4, p 18) School Connectedness: 60% Academic Motivation: 71% Two or fewer Absences per month: 76% Caring Adult Relationships: 68% High Expectations: 83%	Involvement: 43.5% 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%	Involvement: +3.5% No Substance Use at School: -16.5% Facilities Upkeep:+13.5%% MIDDLE SCHOOL SUPPORTS AND ENGAGEMENT School Connectedness: +10% Academic Motivation: +2% Two or fewer Absences per month: -13%% Caring Adult Relationships: +11% High Expectations: +22% Meaningful Participation: +8% Perceived School Safety: +31% VIOLENCE No Victimization: +11% No Harassment: -4% No Mean Rumors: +27%

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%	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%	Meaningful Participation: 37% Perceived School Safety: 76% VIOLENCE No Victimization: 76% (Table A8.3, p 37) No Harassment: 65% (Tale A8.2, p 36) No Mean Rumors: 73% No Fear of Getting Beat Up: 89% OTHER SCHOOL INDICATORS Promotion of Parental Involvement: 70% No Substance Abuse at School: 100% Facilities Upkeep: 46% ELEMENTARY SCHOOLS California Healthy Kids Survey Data Year: 2025-2026 December/January 2026	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 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%	No Fear of Getting Beat Up: +12% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement: +23% No Substance Use at School: +1.1% Facilities Upkeep: +22% ELEMENTARY SCHOOLS SUPPORTS AND ENGAGEMENT School Connectedness: +2% Academic Motivation: +8% Two or fewer Absences per month: -10% Caring Adult Relationships:-4% High Expectations: -2% Meaningful Participation: -4% Perceived School Safety: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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%	SUPPORTS AND ENGAGEMENT GRADE 5 (from Table A6.3, p 11) School Connectedness: 72% Academic Motivation: 80% Two or fewer absences per month: 77% Caring Adult Relationships: 63% High Expectations: 76% Meaningful Participation: 39% Perceived School Safety: 69% VIOLENCE Violence/Victimization: 64% (Table A9.2 p 27) No Mean Rumors: 64% Have not been hit or pushed: 62% OTHERSCHOOL CLIMATE INDICATORS	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%	VIOLENCE No Victimization: +9% No Mean Rumors: -2% Have not been hit or pushed: +3% OTHER SCHOOL CLIMATE INDICATORS Parental Involvement: +3% No Substance Use at School: +6% Facilities Upkeep: -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(from Table A10.1, p 30) Parent Involvement in Schooling: 84% No Substance Use at School: 90% Facilities Upkeep: 66%		
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: 2026 December/January 2026 Teachers/Staff School Connectedness: 94% Averaged scale questions “Strongly Agree and Agree” [Table A5.2] School Safety: 96% Averaged scale questions “Strongly Agree and Agree” (Table A5.2)	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: +8% School Safety: +4%
3.10	Professional Development for Tier 2 & 3 Teachers & Staff	Professional Development Participation Tier 2 staff: 120 Tier 3 staff: 20	Professional Development Participation Tier 2 staff: 130 Tier 3 staff: 8	Professional Development Participation Tier 2 staff: Tier 3 staff:	Number of staff trained Tier 2 staff: Tier 3 staff:	Professional Development Participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Tier 2 Support: 50% Academic Tier 3 Intervention: 10% Data Year: 2024 Data Source: Local indicator	Academic Tier 2 Support: 100% Academic Tier 3 Intervention: 100% Data Year: 2025 Data Source: Local indicator	Academic Tier 2 Support: 100% Academic Tier 3 Intervention: 100% Data Year: 2026 Data Source: Local indicator	Academic Tier 2 Support: +50% Academic Tier 3 Intervention: +50%	Academic Tier 2 Support: +50% Academic Tier 3 Intervention: +90%
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	Discontinued Metric (April 2026) 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: 0 Quarter 4: 0 Data Year: 2026 Data Source: Local indicator	Discontinued Metric (April 2026) 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: -2 Quarter 2: -2 Quarter 3: -2 Quarter 4: -2
3.12	Parent Participation: Parent Conferences, Back-to-School, Open House	School Events Total Families: 978 Parent/teacher Conferences: 70%	School Events Total Families: 969 Parent/teacher Conferences 82%	School Events Total Families: 883 Back-to-School Night: 75%	School Events Total Families: 800 Parent/teacher Conferences:90%	School Events Total Families: -95 Back-to-School Night: +26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Open House: 73% Back-to-School Night: 51% Data Year: 2024 Data Source: Local indicator	Open House: 68% Back-to-School Night: 70% Data Year: 2025 Data Source: Local indicator	Parent/teacher Conferences: 78% Open House: 77% Data Year: 2026 Data Source: Local indicator	Open House: 100% Back-to-School Night: 75%	Parent/teacher Conferences: +8% Open House: +4%
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 DO SPED: 100%	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%	Parent Input Meetings: SSC: 4 ELAC: 4 School Site Council Cantua: 50% Helm: 100% San Joaquin: 100% Tranquillity HS: 100% Tranquillity ES: 100% Rio Del Rey: 100 English Learner Committee Cantua: 50% Helm: 100% San Joaquin: 100% Tranquillity HS: 100% Tranquillity ES:100% Rio Del Rey:NA	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% Tranquillity HS: 100% Tranquillity: 100% Rio Del Rey:100%	New metric Parent Input Meetings: SSC: 4 ELAC: 4 School Site Council Cantua: -50% Helm: +100% San Joaquin: 0 Tranquillity HS: 0 Tranquillity: 0 Rio Del Rey: +100% English Learner Committee Cantua: +50% Helm: 100% San Joaquin: +50% Tranquillity HS: 0% Tranquillity: 0% Rio Del Rey:NA SPED Advisory

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2024 Data Source: Local indicator	Rio Del Rey:0 SPED Advisory Number of meetings: 2 DO SPED: 100% Data Year: 2025 Data Source: Local indicator	SPED Advisory Number of meetings: 2 DO SPED: 100% Data Year: 2026 Data Source: Local indicator	SPED Advisory Number of meetings: 2 SPED meetings: 100%	Number of meetings: 0 DO SPED meetings:0
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 CANTUA ELEMENTARY ESL Citizenship: 1 Data Year: 2024	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 Residential Electrical: 3 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: 0 Autoshop: 0 Residential Electrical: 2 Forklift: 2 Computer Literacy: 1	WESTHILLS COLLEGE FALL & SPRING SAN JOAQUIN ELEMENTARY ESL Citizenship: 1 High School GED: 1 Computer Literacy: 1 TRANQUILLITY HIGH SCHOOL ESL: 1 Welding: 1 Autoshop: 1 Residential Electrical: 2 Forklift: 10 Computer Literacy: 1 CANTUA ELEMENTARY ESL Citizenship: 1	WESTHILLS COLLEGE FALL & SPRING MAINTAINED SAN JOAQUIN ELEMENTARY ESL Citizenship: 0 High School GED: 0 Computer Literacy: 0 ESL: +1 TRANQUILLITY HIGH SCHOOL ESL: 0 Welding: -1 Autoshop: -1 Residential Electrical: 0 Forklift: +1 Computer Literacy: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local indicator	CANTUA ELEMENTARY ESL Citizenship: 0 Basic Computers: 1 Data Year: 2025 Data Source: Local Indicator/TopsPro	CANTUA ELEMENTARY ESL Citizenship: 0 Basic Computers: 0 Data Year: 2026 Data Source: Local Indicator/TopsPro		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: 0 Truck Driving: 27 TRANQUILLITY HIGH SCHOOL ESL: 20 Welding: 40 (omit for total) Fork Lift: 33 Truck Driving: 27 CANTUA ELEMENTARY ESL Citizenship: 29 Forklift: 38	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 Welding: NA Forklift: 39 Residential Electrical: 25 Truck Driving: 1	WESTHILLS COLLEGE FALL & SPRING Numbers of parent/community participants SAN JOAQUIN ELEMENTARY ESL: 44 High School GED: 36 Computer Literacy: 25 Fork Lift: 16 Truck Driving: 0 TRANQUILLITY HIGH SCHOOL ESL: 38 Welding: 0 Forklift: 21 Residential Electrical: NA Truck Driving: 0	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 Welding: 40 CANTUA ELEMENTARY ESL Citizenship: 20	WESTHILLS COLLEGE FALL & SPRING Numbers of parent/community participants SAN JOAQUIN ELEMENTARY ESL: + 16 High School GED: -3 Computer Literacy: + 14 Fork Lift: +16 Truck Driving: -27 TRANQUILLITY HIGH SCHOOL ESL: +18 Welding: -40 Forklift: -12 Residential Electrical: NA Truck Driving: -27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Residential Electrical: 22 (moved to high school) SAN JOAQUIN ELEMENTARY FCSS Adult Education: 20 (omit from total) Total: 218 Data Year: 2024 Data Source: Local indicator	CANTUA ELEMENTARY ESL Citizenship: 0 Basic Computer: 22 SAN JOAQUIN ELEMENTARY FCSS Adult Education: NA Total: 195 Data Year: 2025 Data Source: Local indicator	CANTUA ELEMENTARY ESL Citizenship: 0 Basic Computer: 0 SAN JOAQUIN ELEMENTARY FCSS Adult Education: Total: 180 Data Year: 2026 Data Source: Local indicator	Forklift: 20 Residential Electrical: 20 SAN JOAQUIN ELEMENTARY FCSS Adult Education: 40	CANTUA ELEMENTARY ESL Citizenship: No classes Forklift: No classes Residential Electrical: No classes Basic Computer: No classes Total: -38 Maintained
3.16	Adult Education Pathway Completers	GPUSD ADULT PATHWAYS (1) Number of students in the pathway (2) Students who completed the pathway PATHWAYS 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	GPUSD ADULT PATHWAYS (1) Number of students in the pathway (2) Students who completed the pathway PATHWAYS ESL/Citizenship: 86 students; NA completers HSE/GED: 17 students; 4 completers. 23.5% CTE: 60 students; 56 completers. 93.3%	GPUSD ADULT PATHWAYS (1) Number of students in the pathway (2) Students who completed the pathway PATHWAYS ESL/Citizenship: 68 students; NA completers HSE/GED: 36 students; 8 completers. 22% CTE: 44 students; 36 completers. 82%	GPUSD ADULT PATHWAYS (1) Number of students in the pathway (2) Students who completed the pathway PATHWAYS ESL/Citizenship: 85 students; NA completers HSE/GED: 15 students; 5 completers. 33% CTE: 80 students; 75 completers. 93.75%	GPUSD ADULT PATHWAYS (1) Number of students in the pathway (2) Students who completed the pathway PATHWAYS ESL/Citizenship: +8 students; NA completers HSE/GED: -4 students; -3 completers. CTE: -72 students; -50 completers Total Students: -58 Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Total Students: 163 Data Year: 2025 Data Source: CSAS TopsPro	Total Students: 158 Data Year: 2026 Data Source: CSAS TopsPro		
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 child Scale questions “Strongly Agree and Agree” December/January 2025	California Healthy Kids Survey Data Year: 2026 January 2026 Parents School Connectedness: 78% 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” December/January 2026	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: -5% School Safety: 0

Goal Analysis [2025-26]

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.

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability. The actions outlined in Goal three supported the progress toward meeting the goal: GPUSD will increase student, parent, and staff engagement throughout the school district

Action1: Exceptional Engagement Strategies
Implementation Status: 5 – Full Implementation and Sustainability.
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.
No substantive difference in planned action compared to the actual implementation.

Action 2: Engagement Support Tier 2
Implementation Status: 5 – Full Implementation and Sustainability.
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.
No substantive difference in planned action compared to the actual implementation.

LREBG: Learning Directors counseled students to improve engagement (chronic absencce and suspension), using methods such as PBIS and Restorative Justice. LDs were effective as suspension decreased and attendance increased throughout the district. Sites used LREGB funds to purchase engagement incentives.

Action 3: Engagement Intervention Tier 3
Implementation Status: 5 – Full Implementation and Sustainability.
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 will 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.

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

Action 4: Leadership Program
Implementation Status: 5 – Exploration and Research Phase.
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.
No substantive difference in planned action compared to the actual implementation.

Action 5: Expanded Access to K-12 Education
Implementation Status: 4 – Full Implementation
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.
No substantive difference in planned action compared to the actual implementation.

Action 6: Exceptional Parent Education
Implementation Status: 5 – Full Implementation and Sustainability.
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.
No substantive difference in planned action compared to the actual implementation.

Action 7: Transportation Home to School
Implementation Status: 5 – Full Implementation and Sustainability
GPUSD provided free transportation to all students residing beyond one mile from school sites. Transporation from home to school thirty minutes before school allowed students to take advantage of free and reduced breakfast. Transportation and meals helped to reduce absences and allow low-income students to participate fully in school.
No substantive difference in planned action compared to the actual implementation.

Successes: (1) Student Chronic Absence and Suspension decreased during the school year, especially at Tranquillity High School. Chronic Absenteeism fell 6.1 points among all students from 31% to 24.9%. (2) Our MTSS worked from Tier 1 to Tier 3; 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. The Healthy Kids Survey is the only district-wide survey employ (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: 1326

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: +3.21% from 89.18% to 92.39%
English Learners: +.12% from 91.66% to 91.78%
Foster Youth: -22.8% from 2024 89.61% to 66.8%
Low Income: +3.62% from 88.69% to 92.31%
Homeless: -8.79% from 88.06 to 79.27%

Chronic Absenteeism (Metric 3.3)
All Students: decreased 6.1% from 31% to 24.9%
English Learners: decreased 4.9% from 27% to 22.1%
Foster Youth: Not available
Low Income: decreased 6.8% from 31.8% to 25%

Suspension Rate (Metric 3.4)
All students: -.9% from 4.6% to 3.7%
English Learners: -1.4% from 5.0% to 3.6%
Low Income: -.07 from 4.5% to 3.8%

Analysis statement:
GPUSD provided exceptional engagement through Actions 1 and Action 2. Our Multi-Tiered System of Supports (MTSS) is working.

100% of students received counseling using restorative justice practices, which emphasized reducing suspensions and expulsions. The attendance rate decreased .5% to 91.1%. 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 4.9% for English Learners. Still that is the second year in a row that ELs decreased chronic absence 5%. The district's chronic absence rate declined for the second year in a row. In other great news, the suspension rate decrease to to 3% by year's end 2025; however, local data from April 2026 indicates that GPUSD is on track for a 1% 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. This year, administration and staff increased positive behavior incentives, creating an inviting school climate much noted in engagement surveys. This year, administration and counseling carried the MTSS load because TOSAs focused their time on tiered instruction. Because of reduced suspension and chronic absenteeism at several sites, only San Joaquin Elementary and Tranquillity High School have raised concerns. At present, their chronic absenteeism rates average about 20%. As a result, the district reviwed its SARB procedures with all sites and established a SARB panel consisting of recognized experts in areas that support students.

Administrators in Golden Plains 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 6.1% from 31% to 24.9%
English Learners: decreased 4.9% from 27% to 22.1%

Foster Youth: Not available
Low Income: decreased 6.8% from 31.8% to 25%

Suspension Rate (Metric 3.4)
All students: -.9% from 4.6% to 3.7%
English Learners: -1.4% from 5.0% to 3.6%
Low Income: -.07 from 4.5% to 3.8%

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: -10% from 14.2% to 4%
English Learners: -19.6% from 25.8% to 6%
Low Income: -9.5% from 13.5% to 4%
Hispanic: -10.3% from 14.3% to 4%
Foster Youth: 0
Homeless: 0

Expulsion Rate (Metric 3.7)
All Students: -.01 from 0.1 to 0
English Learner: *
Low Income: *
Hispanic: -.01% from .1% to 0
Foster Youth/Homeless: N/A

Analysis statement:
GPUSD provided exceptional tier 3 engagement through Action 3. Chronic absence decreased for all student groups by 6.1% with the lowest improvement being 4.9% for English Learners. The chronic absence rate declined for the second year in a row. The suspension rate declined to 3.7% 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. Perhaps more significantly, the high school rate declined tremendously. All student groups declined 14.2% to 4%; English Learners declined 19.6% to 6%, and Low-income students declined 9.5% to 4% as well. The district's message of inclusiveness and college and career readiness is getting through to students. 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 2025-2026 school year. Fewer of these students dropped out, or were expelled. 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.

At most sites, 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. As of April 2026, GPUSD has determined that some administrators have not been able to implement this action for various reasons. The district has provided training, guidance, and continued support for these administrators.

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: decreased 1.5% from 46.5% to 45%
Academic Motivation: Increased 3.5% from 65.5% to 62%
Two or fewer Absences per month: decreased 9% from 91.55 to 82%
Caring Adult Relationships: Increased 7.5% from 40.5% to 48%
High Expectations: Increased 2% from 53% to 55%
Meaningful Participation: Increased 3.5% from 16.5% to 20%
Perceived School Safety: Increased 5% from 47% to 52%

VIOLENCE
No Victimization: 4% increase from 86% to 90%
No Harassment: 2% decrease from 91% to 89%
No Mean Rumors: 7% decrease from 84% to 77%
No Fear of Getting Beat Up: 5.5% increase from 91.5% to 97%

OTHER SCHOOL CLIMATE INDICATORS
Promotion of Parental Involvement: 3.5% increase from 43.5% to 47%
No Substance Use at School: 16.5% decrease from 97.5% to 81%
Facilities Upkeep: 13.5% increase from 37.5% to 51%

MIDDLE SCHOOL

California Healthy Kids Survey
Data Year: 2025-2026
December/January 2026

SUPPORTS AND ENGAGEMENT
School Connectedness: 10% increase from 50% to 60%
Academic Motivation: 2% increase from 69% to 71%
Two or fewer Absences per month: -13% decrease from 89% to 76%
Caring Adult Relationships: 11% increase from 57% to 68%
High Expectations: 22% increase from 61% to 83%
Meaningful Participation: 8% increase from 29% to 37%
Perceived School Safety: 31% increase from 45% to 76%

VIOLENCE
No Victimization: 11% increase from 65% to 76%
No Harassment: -4% decrease from 69% to 65%
No Mean Rumors: 27% decrease from 46% to 73%
No Fear of Getting Beat Up: 12% decrease from 77% to 89%

OTHER SCHOOL CLIMATE INDICATORS
Promotion of Parental Involvement: 23% increase from 47% to 70%
No Substance Use at School: 1.1% decrease from 98.9% to 100%
Facilities Upkeep: 22% increase from 24% to 46%

ELEMENTARY SCHOOLS

California Healthy Kids Survey

Data Year: 2025-2026
December/January 2026

SUPPORTS AND ENGAGEMENT
School Connectedness: 2% increase from 70% to 72%
Academic Motivation: 8% increase from 72% to 80%
Two or fewer Absences per month: 10% decrease from 87% to 77%
Caring Adult Relationships: -4 decrease from 67% to 63%
High Expectations: -2% decrease from 78% to 76%
Meaningful Participation: -4% decrease from 43% to 39%
Perceived School Safety: 4% increase from 65% to 69%

VIOLENCE
No Victimization:11% increase from 55% to 64%
No Mean Rumors: -2% decrease from 66% to 64%
Have not been hit or pushed: 3% increase from 59% to 62%

OTHER SCHOOL CLIMATE INDICATORS
Parental Involvement: 3% increase from 81% to 84%
No Substance Use at School: 6% increase from 84% to 90%
Facilities Upkeep: -10% decrease from 76% to 66%

Analysis Statement:
GPUSD is in the implementation stage of leadership development. The high school has an ASB, but due to the extra duty staff at elementary schools, ASBs are struggling. The high school's improvement under these metrics reveals why it's important to build leadership programs. At the high school level "Supports and Engagement" continued an upward trend, indicating the district's message of care and concern for all students is ringing true. At the high school level, Caring Adult grew 11% to 68%. All measures of a non-threatening school averaged 90%, except for mean rumors at 77%. The Middle School level demonstrated how counseling, psychologists, and incentives finally started an upward trend. School Connectedness dropped 10% to 60%. Caring relationships rose 11% to 68%. High expectations rose 22% to 83%, and meaningful participation, which rose 8% to 37%. If the improvement at the middle school level can be sustained, GPUSD should see exceptional school climates at the high school level. To sustain this progress, the schools are messaging parents about the great events and awards to students for their progress. At the Elementary Level, all measures remained at about 70%. 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: decreased 1.5% from 46.5% to 45%
Academic Motivation: Increased 3.5% from 65.5% to 62%
Two or fewer Absences per month: decreased 9% from 91.55 to 82%
Caring Adult Relationships: Increased 7.5% from 40.5% to 48%
High Expectations: Increased 2% from 53% to 55%
Meaningful Participation: Increased 3.5% from 16.5% to 20%
Perceived School Safety: Increased 5% from 47% to 52%

VIOLENCE
No Victimization: 4% increase from 86% to 90%
No Harassment: 2% decrease from 91% to 89%
No Mean Rumors: 7% decrease from 84% to 77%
No Fear of Getting Beat Up: 5.5% increase from 91.5% to 97%

OTHER SCHOOL CLIMATE INDICATORS
Promotion of Parental Involvement: 3.5% increase from 43.5% to 47%
No Substance Use at School: 16.5% decrease from 97.5% to 81%
Facilities Upkeep: 13.5% increase from 37.5% to 51%

MIDDLE SCHOOL

California Healthy Kids Survey
Data Year: 2025-2026
December/January 2026

SUPPORTS AND ENGAGEMENT
School Connectedness: 10% increase from 50% to 60%
Academic Motivation: 2% increase from 69% to 71%
Two or fewer Absences per month: -13% decrease from 89% to 76%
Caring Adult Relationships: 11% increase from 57% to 68%
High Expectations: 22% increase from 61% to 83%

Meaningful Participation: 8% increase from 29% to 37%
Perceived School Safety: 31% increase from 45% to 76%

VIOLENCE
No Victimization: 11% increase from 65% to 76%
No Harassment: -4% decrease from 69% to 65%
No Mean Rumors: 27% decrease from 46% to 73%
No Fear of Getting Beat Up: 12% decrease from 77% to 89%

OTHER SCHOOL CLIMATE INDICATORS
Promotion of Parental Involvement: 23% increase from 47% to 70%
No Substance Use at School: 1.1% decrease from 98.9% to 100%
Facilities Upkeep: 22% increase from 24% to 46%

ELEMENTARY SCHOOLS

California Healthy Kids Survey
Data Year: 2025-2026
December/January 2026

SUPPORTS AND ENGAGEMENT
School Connectedness: 2% increase from 70% to 72%
Academic Motivation: 8% increase from 72% to 80%
Two or fewer Absences per month: 10% decrease from 87% to 77%
Caring Adult Relationships: -4 decrease from 67% to 63%
High Expectations: -2% decrease from 78% to 76%
Meaningful Participation: -4% decrease from 43% to 39%
Perceived School Safety: 4% increase from 65% to 69%

VIOLENCE
No Victimization:11% increase from 55% to 64%
No Mean Rumors: -2% decrease from 66% to 64%
Have not been hit or pushed: 3% increase from 59% to 62%

OTHER SCHOOL CLIMATE INDICATORS
Parental Involvement: 3% increase from 81% to 84%
No Substance Use at School: 6% increase from 84% to 90%
Facilities Upkeep: -10% decrease from 76% to 66

Attendance Rates (Metric 3.2)
All Students: +3.21% from 89.18% to 92.39%
English Learners: +.12% from 91.66% to 91.78%
Foster Youth: -22.8% from 2024 89.61% to 66.8%
Low Income: +3.62% from 88.69% to 92.31%
Homeless: -8.79% from 88.06 to 79.27%

Chronic Absenteeism (Metric 3.3)
All Students: decreased 6.1% from 31% to 24.9%
English Learners: decreased 4.9% from 27% to 22.1%
Foster Youth: Not available
Low Income: decreased 6.8% from 31.8% to 25%

Analysis Statement:
The expanded access to K-12 action has been successful because GPUSD has been consistent with providing exceptional after-school experiences. As a result, survey data is trending upward.

At the high school level "Supports and Engagement" revealed a pleasant surprise. All measures grew. School connectedness grew 1.5% to 45%. Caring adult relationships increase an amazing 7.5% to 48%. High expectations rose 2% to 55%. All measures of a non-threatening school remained in great standing above 90%, except for mean rumors at 77%. The Middle School level, after years of declines, despite additional counseling, psychologists, and incentives, has trended upward. School Connectedness rose 10% to 60%. Caring relationships rose 11% to 68%. These gains coincided with gains in academic motivation (1%), high expectations rose 22% to 83%. Fear of school violence declined At the Elementary Level, all measures remained at about 70%. Through Extended Access to K-12 education, staff initiated student leadership into the after-school programs "learning hubs" at each site. The district is awaiting results.

The attendance rate remainedabove 91%. 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 4.9% for English Learners. The chronic absence rate declined for the third year in a row. 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 2025-2026 school year; however, chronic absence at a couple of school sites is being addressed through the initiaton of new SARB panel.

Due to the number of programs that support student services, GPUSD could not continue implementing Steven Covey's Leader in Me.

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)

GPUSD ADULT PATHWAYS
(1) Number of students in the pathway
(2) Students who completed the pathway

PATHWAYS
ESL/Citizenship: +8 students from 60 to 68 students; NA completers
HSE/GED: -4 students from 40 to 36 students; -3 students from 11 to 8 completers
CTE: -72 students from 116 to 44 students; -50 students from 86 to 36 completers.
Total Students: -51 students from 216 to 158

Analysis Statement
GPUSD strives to provide opportunities to the community through education or job training. 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 elimnated 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 location. Student enrollment increased at San Joaquin by about 10 students. Enrollment at Tranquillity High School dropped about 20 students. Due to low attendance, classes were cancelled in Cantua. Overall, GPUSD maintained at least 100 students. There were 150 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: +3.21% from 89.18% to 92.39%
English Learners: +.12% from 91.66% to 91.78%
Foster Youth: -22.8% from 2024 89.61% to 66.8%
Low Income: +3.62% from 88.69% to 92.31%
Homeless: -8.79% from 88.06 to 79.27%

Chronic Absenteeism (Metric 3.3)
All Students: decreased 6.1% from 31% to 24.9%
English Learners: decreased 4.9% from 27% to 22.1%
Foster Youth: Not available
Low Income: decreased 6.8% from 31.8% to 25%

Analysis Statement
The attendance rate decreased .5% to 91.1%. 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 4.9% for English Learners. The chronic absence rate declined for the third year in a row. Providing free transportation to all students increased student attendance and lowered chronic absence. GPUSD trained drivers to welcme students as they step onto the bus. Bus drivers are the first contact students have with school personnel, so it is was important that students feel safe and welcome.

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.

Under Action 5: Expanded Access to K-12 Education, GPUSD will not be utilizing Steven Covey's The Leader in Me.

The only change was to the format of goal analysis. Actions were separated and evaluated.

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability. The actions outlined in Goal Three supported the progress toward meeting the goal: GPUSD will increase student, parent, and staff engagement throughout the school district.

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.	$209,457.00	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	$525,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4 Supplemental materials and supplies 5. Professional Development 6. Translators & Parent Involvement 7. Campus Monitors LREBG: $59,160 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. 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,		

Action #	Title	Description	Total Funds	Contributing
		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)		
3.3	Engagement Intervention Tier 3	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	$36,367.00	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	$500.00	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.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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	$5,000.00	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)	$1,621,120.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	EQUITY MULTIPLIER GOAL. Over the three years 2025-2026 to 2027-2028, 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%. Over the three years 2026-2027 to 2028-2029, Cantua Elementary aims to reduce the suspension rate of all students, with specific focus on low-income and English Learner students to 0% 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, and Cantua Elementary 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
2025 Educational Partner Input: Educational partners continue to see value in the additional counseling and support services. Students benefited tremendously from visiting local colleges, especially those with CTE programs.

Cantua Elementary School has one of the best school climates in the district; however, Cantua students could benefit from additional support for chronic absenteeism, math, and EL progress. A school academic counselor will identify students for tier 2 and tier 3 intervention.

Identified School: Cantua Elementary

2025 Dashboard: Chronic absenteeism 12%--Orange; Math 79.1 below standard--Orange; EL progress 38% making progress--Orange

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	Rio Del Rey All Students: 16% EL: 21.4% Low-Income: 17.4% Hispanic: 13.6% Data Year: 2023 Data Source: CDE Dashboard	Rio Del Rey All Students: 15.6% English Learners: 15.4% Low Income: 14.3% Hispanic: 16.7% Data Year: 2024 Data Source: CDE Dashboard 2024	Rio Del Rey All Students: 0% English Learners: 0% Low Income: 0% Hispanic: 0% Cantua Elementary All Students: 1% English Learners: .9% Low Income: 1% Hispanic: 1% Data Year: 2025 Data Source: CDE Dashboard 2025	Rio Del Rey All Students: 4% EL: 4% Hispanic:4% Low-Income: 4% Cantua Elementary All Students: 2% English Learners: 2% Low Income: 2% Hispanic:2%	Rio Del Rey All Students: -16% to 0 English Learners: -21.4% to 0 Low Income:-13.6% to 0 Hispanic: -13.6% to 0 Cantua Elementary: NA All Students:NA English Learners: NA Low Income: NA Hispanic:NA
4.2	Chronic Absenteeism Rate	Rio Del Rey All Students: 85% EL: 83.3% LI: 84.2% SWD: NA Data Year: 2023 Data Source: DataQuest	Rio Del Rey All Students: 86.44% EL: 85.7% LI: 83.3% SWD: NA Data Year: 2024 Data Source: DataQuest	Rio Del Rey All Students: 100% EL: 100% LI: 100% SWD: NA Cantua Elementary All Students: 12% EL: 10.6% LI: 12.1% SWD: 12%	Rio Del Rey All Students: 15% EL: 15% Hispanic: 15% Low-Income: 15% Cantua Elementary All Students: 7% EL: 7% LI: 7% SWD: 7%	All Students: +15% EL: +14% LI: +15.8% SWD: NA Cantua Elementary: NA All Students:NA English Learners: NA Low Income: NA Hispanic:NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: 2025 Data Source: DataQuest		

Goal Analysis [2025-26]

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.
Successes: 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.
Challenge: 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.

Cantua Elementary: NA

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.

The following is a description of the effectiveness or ineffectiveness of the specific actions to date (April 2026) in making progress toward goal 4.

Goal 4, Action 1: Academic Tier 2 Support
Effectiveness of Action(s): Somewhat Effective
Student Group(s): All students, English Learners, Low Income, Hispanic

Metrics: 4.2 Chronic Absenteeism Rate; 4.1 Suspension Rate

Chronic Absence (Metric 4.2)
All students: +15 from 85% to 100%
ELs:: +14 from 86% to 100%
LI: +15.8% from 82.2% to 100%
SWD: NA

Suspension Rate (Metric 4.1)
All Students: 16% decrease from 16% to 0
English Learners: 21.4% decrease from 21.4% to 0
Low Income: 13.6% decrease from 13.6% to 0
Hispanic: 13.6% decrease from 13.6% to 0

Analysis Statement:
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. During the 2025-2026 school year, an academic counselor met with all students and provided substantial academic and career counseling. Students visited several colleges including Lemoore which has an extensive CTE program. RDR students were interested and appreciative ofactivities that provided them contact with possible employment. The principal, counselor, and teachers provided students school materials that rewarded passing courses and graduating. Admin and attendance made numerous calls to improve student attendance.

Cantua Elementary: NA

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.

Cantua Elementary is added to this goal with corresponding metrics. Description of goal was updated to "EQUITY MULTIPLIER GOAL. Over the three years 2025-2026 to 2027-2028, 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%. Over the three years 2026-2027 to 2028-2029, Cantua Elementary aims to reduce the suspension rate of all students, with specific focus on low-income and English Learner students to 0% and decrease chronic absenteeism to 4%."

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: Rio Del Rey (1030352) 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. A counselor addresses 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.	$51,697.00	No
4.2	Academic Tier 2 Support	EQUITY MULTIPLIER GOAL: Cantua Elementary School (6005805) Students at Cantua Elementary have an identified need for counseling and additional support services as observed by their chronic absence rate. The LEA has chosen to prioritize this goal because a large percentage of students at Canta are at risk as measured by chronic absence. Consultation with staff at Cantua revealed students need a connection to school and a counselor or behavior analyst to support their academic needs. Oftentimes, they face challenges wth poverty, apathy, and social-emotional issues because a counselor is not available to connect them with services. To meet the needs of the identified student groups, we will provide a counselor and incentives at Cantua Elementary.	$233,529.00	No

Action #	Title	Description	Total Funds	Contributing
		A counselor addresses 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.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,034,510	$949,778

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
46.127%	0.000%	$0.00	46.127%

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:** LEA-wide	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 such as headphones to allow EL students to practice listening skills.	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
		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. By addressing these healthcare needs, GPUSD will create a safer and more supportive environment, ensuring that LI and Foster 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
		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 events. In addition, a local needs assessment revealed that ELs, Low-Income, and foster youth students need project-based	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 includes training in areas such as project-based learning, student engagement strategies, and cultural competency to better serve diverse student populations.	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
	opportunities to interact with families using English beyond the school day. **Scope:** LEA-wide	None of the work being done is considered routine or regular maintenance. All school sites need improvements to serve better El, 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 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
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. A needs assessment showed that English Learners, low-Income and Foster Youth Students in Golden Plains face several	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 facilitate progress in fundamental math and reading abilities. This position is the arbiter of equity.	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
	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. Educational partners highly recommended additional supplies and materials that extend reading and math instruction and/or provide	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. District Office staff support professional development by handling logistical tasks like event coordination and communication, maintaining records, and gathering feedback to evaluate the	

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
	additional opportunities for project-based-learning in CTE courses. **Scope:** LEA-wide	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 receive professional development to provide decodable readers and level-readers that meet the unique needs of EL, Low-Income, and Foster-Youth.	

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
		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 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	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 ensure students can access grade-level course work and standards. Supplemental materials meet the unique needs of these students once GPUSD instructs and	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
	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 3, especially for English Learners, low-income youth, and Foster Youth. Educational partners highly recommended additional supplies and materials that extend	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.	

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
	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-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.	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. 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	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 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
	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	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.	
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,	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	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)

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
	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 that extend reading instruction and provide opportunities for project-based learning in STEAM courses are also needed. **Scope:** LEA-wide	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. 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.	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
		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. 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.	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. 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	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
	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	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 **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	GPUSD will provide additional agriculture instructors, materials/supplies, and professional 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	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

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 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. **Scope:** Schoolwide	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 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	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
		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 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.	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. 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.	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 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)

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
	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		
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 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:	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 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	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. 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:

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
	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 pronunciation, and a lack of opportunities for meaningful practice and immersion in English-speaking environments. **Scope:** LEA-wide	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.	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.
2.12	**Action:** Targeted ELA Academic Support	To meet this need, the district will provide classified staff, ELA tutoring toward IABS, professional development in ELA, and Counselor	San Joaquin Elementary All Students, LI, Hispanic, LI Hispanic, EL (CAASP

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: 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 systems to track student progress for the identified student groups at this school site. **Scope:** Schoolwide	student monitoring for the identified student groups. R9300: $3,799 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 all Hispanic students and all students below proficiency to benefit, this action is provided on a school-wide basis.	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
2.13	**Action:** Targeted Math Academic Support **Need:** The metric section above demonstrates that our ELs, low-income and low-income Hispanic	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.	Tranquillity Elementary All Students, LI, Hispanic, LI Hispanic, EL (CAASP ELA & ELA Distance from Standard)

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, 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 partners also stated a need for additional support and monitoring systems to track student progress for the identified student groups. **Scope:** Schoolwide	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 below proficiency to benefit, this action is provided on a school-wide basis.	2.2 Math CAASPP (EL, LTEL) Educational Partner Feedback
3.2	**Action:** Engagement Support Tier 2 **Need:**	To provide exemplary Tier 2 engagement strategies at all sites, GPUSD will provide MTSS with the following: 1. Certificated teachers (TOSA)	Metric 3.1 Student Extracurricular Engagement (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
	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, 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	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. 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.	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) 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
	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	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. 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-	

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 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 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,	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	GPUSD expects that student outcomes through PBIS and/or Restorative Justice programs will improve the following metrics

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
	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 intervention plans, and ongoing consultation to empower educators and support staff in effectively managing and addressing challenging behaviors. **Scope:** LEA-wide	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. 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	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
		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.	
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	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.	GPUSD expects that student survey results on School Connectedness will improve. 3.8: School Connectedness Surveys (All Students, EL, 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
	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	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.	
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 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	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. 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	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

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
	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:** LEA-wide	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.	
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	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	Metric 3.15: Participation in Adult Education Courses Metric 3.16: Adult Education Pathway Completers

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
	with English learning and low income due to employment opportunities. **Scope:** LEA-wide	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.	

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-	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	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
	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 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	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 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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: 1 (5.75 FTE) Librarian Aide (CES); 1 (.5FTE) Librarian Tech (THS); 1 (5.75 FTE) ELD Instructional Aide (SJES)
Goal 2, Action 4: English Learner & LTEL Program: 1 (5.75 FTE) ELD Instructional Aide (SJES); 1 (1 FTE) ELD Instructor (SJES); 1 (5.75 FTE) ELD Instructional Aide (TES)
Goal 2, Action 5: CTE Program: 1 (1 FTE) CTE Instructor (THS.
Goal 2, Action 11: Class Size Reduction: 1 (1 FTE) Instructor (HES); 1 (FTE) Instructor (SJES);
Goal 3, Action 2: Engagement Support Tier 2: 1 (5.75 FTE) Campus Monitor (SJES); 1 (.5 FTE) Guidance Instructional Leader (SJES)

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 ratio of certificated staff providing direct services to students	N/A	All schools are well above a 55% unduplicated enrollment.

2026-27 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	15,250,337	7,034,510	46.127%	0.000%	46.127%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$23,213,030.00	$1,131,478.32	$0.00	$1,387,879.38	$25,732,387.70	$21,235,079.70	$4,497,308.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Exceptional Academic Conditions	All Students with Disabilities	No			All Schools	Quarterly Reporting	$7,559,406.00	$1,024,344.00	$8,583,750.00				$8,583,750.00	0
1	1.2	Enhanced Academic Conditions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$938,905.00	$209,977.00	$1,148,882.00				$1,148,882.00	0
1	1.3	Technology Department (2202)	All	No			All Schools		$351,951.00	$377,015.00	$728,966.00				$728,966.00	0
1	1.4	Enhanced Technology Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$244,543.00	$209,753.00	$454,296.00				$454,296.00	0
1	1.5	Health Services	All Students with Disabilities	No					$74,913.00	$1,000.00	$75,913.00	$0.00			$75,913.00	0
1	1.6	Additional Health Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$49,545.44	$1,000.00	$1,000.00	$49,545.44			$50,545.44	0
1	1.7	Facility Maintenance (2401)	All	No			All Schools		$2,137,104.00	$1,131,330.00	$3,268,434.00				$3,268,434.00	0
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		$271,305.00	$799,878.00	$1,071,183.00				$1,071,183.00	0
1	1.9	Technical Assistance for Administrators and Teachers	All	No			All Schools K-12		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.1	Exceptional Academic Instruction	All	No			All Schools		$1,599,437.00	$15,000.00	$1,614,437.00				$1,614,437.00	0
2	2.2	Academic Tier 2 Support (2102)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$774,784.00	$229,000.00	$1,003,784.00				$1,003,784.00	0

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
						Low Income										
2	2.3	Academic Tier 3 Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$296,537.00	$0.00	$183,896.00	$112,641.00			$296,537.00	0
2	2.4	English Learner & Long Term English Learner Program (2107)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,300,313.00	$0.00	$1,300,313.00				$1,300,313.00	0
2	2.5	Career & Technical Education Program	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Tranquillity High School 9-12		$141,616.00	$1,000.00	$142,616.00				$142,616.00	0
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		$0.00	$500.00	$500.00				$500.00	0
2	2.7	Special Education Certificated Staff (2112)	Students with Disabilities	No			All Schools		$2,034,131.26	$10,000.00	$10,000.00	$646,251.88		$1,387,879.38	$2,044,131.26	0
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		$111,259.00	$500.00	$111,759.00				$111,759.00	0
2	2.9	Agriculture Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tranquillity High School 9-12		$146,133.00	$0.00	$146,133.00				$146,133.00	0
2	2.10	Athletics Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$199,868.00	$50,000.00	$249,868.00				$249,868.00	0
2	2.11	Lower Class Size		Yes	LEA-wide		All Schools		$755,480.00	$0.00	$755,480.00				$755,480.00	0
2	2.12	Targeted ELA Academic Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: San Joaquin Elementary		$0.00	$500.00	$500.00				$500.00	0
2	2.13	Targeted Math Academic Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Tranquility Elementar		$0.00	$500.00	$500.00				$500.00	0

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
							y									
2	2.14	Targeted Academic Support	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	0
3	3.1	Exceptional Engagement Strategies	All Students with Disabilities	No					$209,457.00	$0.00	$209,457.00				$209,457.00	0
3	3.2	Engagement Support Tier 2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$477,376.00	$47,814.00	$487,376.00	$37,814.00			$525,190.00	0
3	3.3	Engagement Intervention Tier 3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$36,367.00	$0.00	$36,367.00				$36,367.00	0
3	3.4	Leadership Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$500.00	$500.00				$500.00	0
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	$1,000.00	$1,000.00				$1,000.00	0
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	$5,000.00	$5,000.00				$5,000.00	0
3	3.7	Transportation Home to School (2207)	All	No					$1,263,758.00	$357,362.00	$1,621,120.00				$1,621,120.00	0
4	4.1	Academic Tier 2 Support	All All students, SED, English Leaners, Hispanic	No			Specific Schools: Rio Del Rey Grades 9-12		$39,225.00	$12,472.00		$51,697.00			$51,697.00	0
4	4.2	Academic Tier 2 Support	All All students, SED, English Leaners, Hispanic	No			Specific Schools: Cantua Elementary Tk-8		$221,666.00	$11,863.00		$233,529.00			$233,529.00	

2026-27 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
15,250,337	7,034,510	46.127%	0.000%	46.127%	$7,100,953.00	0.000%	46.563 %	**Total:**	$7,100,953.00
								LEA-wide Total:	$5,510,891.00
								Limited Total:	$1,300,313.00
								Schoolwide Total:	$289,749.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Enhanced Academic Conditions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,148,882.00	0
1	1.4	Enhanced Technology Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$454,296.00	0
1	1.6	Additional Health Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,000.00	0
1	1.8	Staff, Facilities, Materials, & Supplies for Extended Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,071,183.00	0
2	2.2	Academic Tier 2 Support (2102)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,003,784.00	0
2	2.3	Academic Tier 3 Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,896.00	0
2	2.4	English Learner & Long Term English Learner Program (2107)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,300,313.00	0

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	$142,616.00	0
2	2.6	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	0
2	2.8	Visual and Performing Arts Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,759.00	0
2	2.9	Agriculture Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tranquillity High School 9-12	$146,133.00	0
2	2.10	Athletics Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$249,868.00	0
2	2.11	Lower Class Size	Yes	LEA-wide		All Schools	$755,480.00	0
2	2.12	Targeted ELA Academic Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: San Joaquin Elementary	$500.00	0
2	2.13	Targeted Math Academic Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: Tranquility Elementary	$500.00	0
3	3.2	Engagement Support Tier 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$487,376.00	0
3	3.3	Engagement Intervention Tier 3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,367.00	0
3	3.4	Leadership Program	Yes	LEA-wide	English Learners Low Income	All Schools	$500.00	0
3	3.5	Expanded Access to K-12 Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	0
3	3.6	Exceptional Parent Education	Yes	LEA-wide	English Learners Low Income	Specific Schools: San Joaquin	$5,000.00	0

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		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,140,730.61	$23,140,730.61

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	$8,691,719.94	8,691,719.94
1	**1.2**	Enhanced Academic Conditions	Yes	$504,009.19	504,009.19
1	**1.3**	Technology Department (2202)	No	$706,714.53	706,714.53
1	**1.4**	Enhanced Technology Services	Yes	$450,837.42	450,837.42
1	**1.5**	Health Services	No	$117,983.16	117,983.16
1	**1.6**	Additional Health Services	Yes	$323,023.25	323,023.25
1	**1.7**	Facility Maintenance (2401)	No	$2,004,813.38	2,004,813.38
1	**1.8**	Staff, Facilities, Materials, & Supplies for Extended Day	Yes	$1,600,000.00	1,600,000
1	**1.9**	Technical Assistance for Administrators and Teachers	No	$0.00	0.00
2	**2.1**	Exceptional Academic Instruction	No	$1,807,645.06	1,807,645.06

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	$1,524,742.78	1,524,742.78
2	**2.3**	Academic Tier 3 Intervention	Yes	$15,000.00	15,000
2	**2.4**	English Learner & Long Term English Learner Program (2107)	Yes	$751,209.54	751,209.54
2	**2.5**	Career & Technical Education Program	Yes	$10,000.00	10,000
2	**2.6**	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	Yes	$77,899.81	77,899.81
2	**2.7**	Special Education Certificated Staff (2112)	No	$724,806.46	724,806.46
2	**2.8**	Visual and Performing Arts Program	Yes	$5,000.00	5,000
2	**2.9**	Agriculture Program	Yes	$125,377.98	125,377.98
2	**2.10**	Athletics Program	Yes	$239,745.03	239,745.03
2	**2.11**	Lower Class Size	Yes	$1,222,033.71	1,222,033.71
2	**2.12**	Targeted ELA Academic Support	Yes	$5,000.00	5,000
2	**2.13**	Targeted Math Academic Support	Yes	$5,000.00	5,000
2	**2.14**	Targeted Academic Support	No	$5,000.00	5,000

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	$205,053.65	205,053.65
3	**3.2**	Engagement Support Tier 2	Yes	$638,801.57	638,801.57
3	**3.3**	Engagement Intervention Tier 3	Yes	$5,000.00	5,000
3	**3.4**	Leadership Program	Yes	$5,000.00	5,000
3	**3.5**	Expanded Access to K-12 Education	Yes	$5,000.00	5,000
3	**3.6**	Exceptional Parent Education	Yes	$25,000.00	25,000
3	**3.7**	Transportation Home to School (2207)	No	$1,288,779.15	1,288,779.15
4	**4.1**	Academic Tier 2 Support	No	$50,535.00	50,535

2025-26 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)
6,855,346	$6,877,841.50	$6,877,841.50	$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	$504,009.19	504,009.19	0	0
1	1.4	Enhanced Technology Services	Yes	$450,837.42	450,837.42	0	0
1	1.6	Additional Health Services	Yes	$10,000.00	10,000	0	0
1	1.8	Staff, Facilities, Materials, & Supplies for Extended Day	Yes	$1,600,000.00	1,600,000	0	0
2	2.2	Academic Tier 2 Support (2102)	Yes	$1,466,742.78	1,466,742.78	0	0
2	2.3	Academic Tier 3 Intervention	Yes	$15,000.00	15,000	0	0
2	2.4	English Learner & Long Term English Learner Program (2107)	Yes	$751,209.54	751,209.54	0	0
2	2.5	Career & Technical Education Program	Yes	$10,000.00	10,000	0	0
2	2.6	Science, Technology, Engineering, Arts, and Mathematics (STEAM) Program (2111)	Yes	$77,899.81	77,899.81	0	0
2	2.8	Visual and Performing Arts Program	Yes	$5,000.00	5,000	0	0
2	2.9	Agriculture Program	Yes	$125,377.98	125,377.98	0	0
2	2.10	Athletics Program	Yes	$239,745.03	239,745.03	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.11**	Lower Class Size	Yes	$1,084,523.37	1,084,523.37	0	0
2	**2.12**	Targeted ELA Academic Support	Yes	$5,000.00	5,000	0	0
2	**2.13**	Targeted Math Academic Support	Yes	$5,000.00	5,000	0	0
3	**3.2**	Engagement Support Tier 2	Yes	$487,496.38	487,496.38	0	0
3	**3.3**	Engagement Intervention Tier 3	Yes	$5,000.00	5,000	0	0
3	**3.4**	Leadership Program	Yes	$5,000.00	5,000	0	0
3	**3.5**	Expanded Access to K-12 Education	Yes	$5,000.00	5,000	0	0
3	**3.6**	Exceptional Parent Education	Yes	$25,000.00	25,000	0	0

2025-26 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)
14,731,597	6,855,346	0.000%	46.535%	$6,877,841.50	0.000%	46.688%	$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.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

Note: *EC* Section 42238.024(b)(1) 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.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

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:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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.
  - 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 32627(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.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

California Department of Education
November 2024