



LCFF Budget Overview for Parents

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

CDS Code: 10-75234

School Year: 2023-24

LEA contact information:

Anthony Hernandez

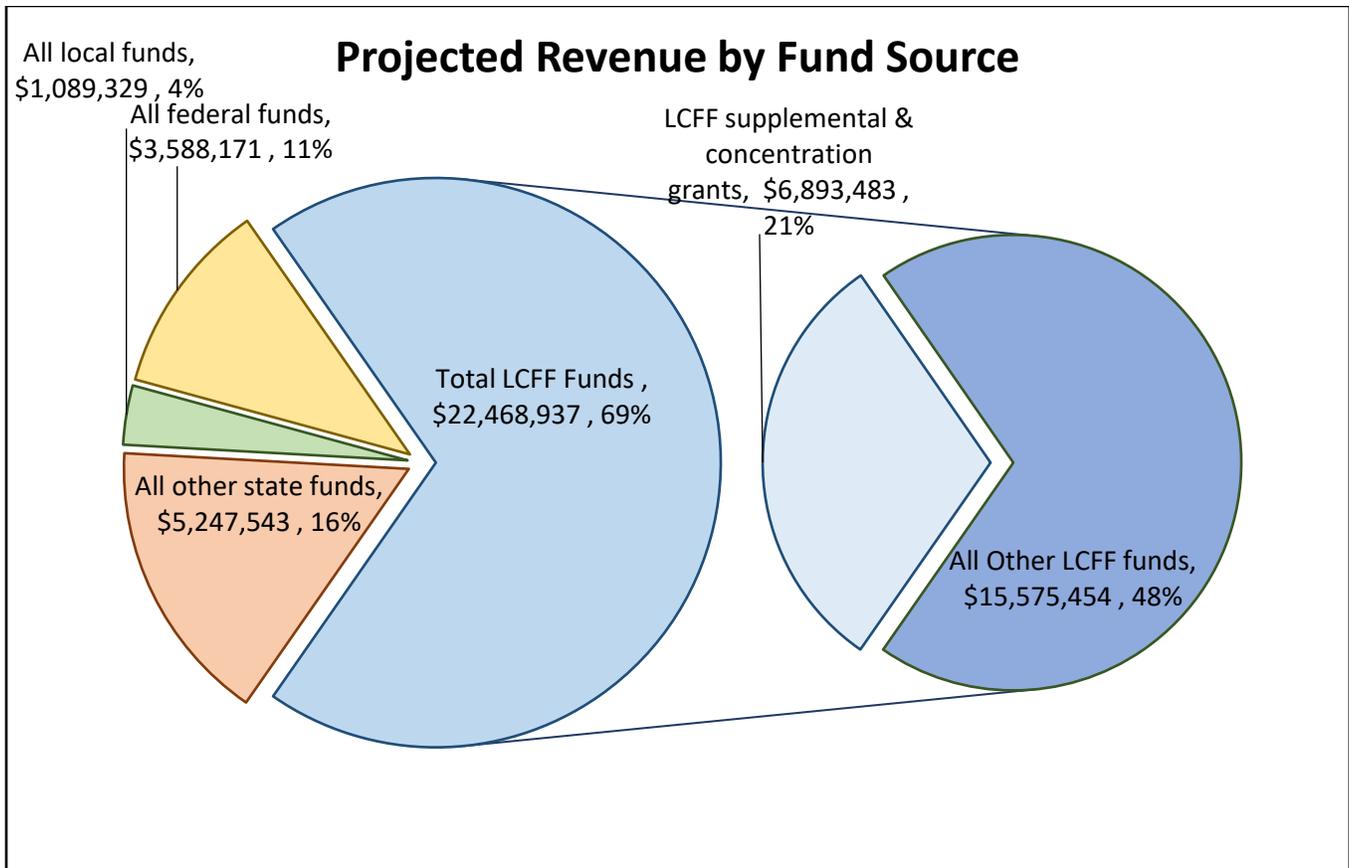
Chief Business Official

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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

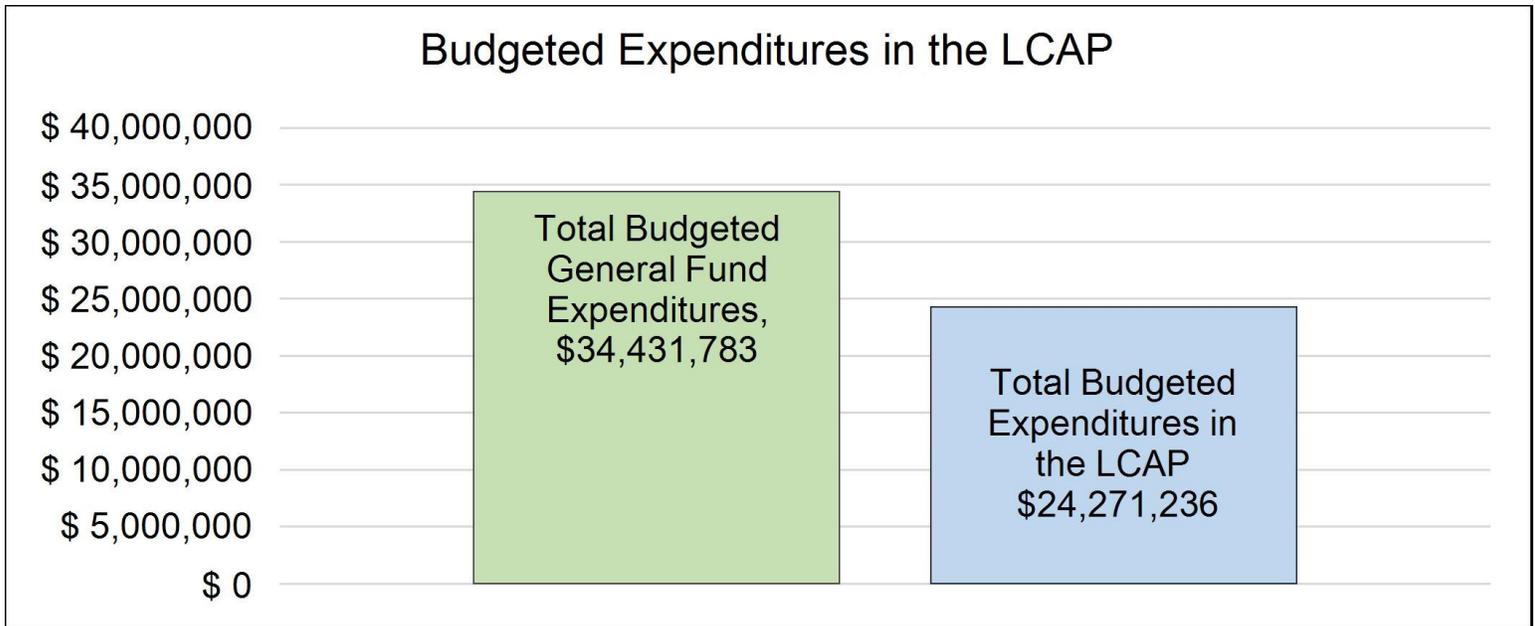


This chart shows the total general purpose revenue Golden Plains Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Plains Unified School District is \$32,393,979, of which \$22,468,937 is Local Control Funding Formula (LCFF), \$5,247,543 is other state funds, \$1,089,329 is local funds, and \$3,588,171 is federal funds. Of the \$22,468,937 in LCFF Funds, \$6,893,483 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Golden Plains Unified School District plans to spend \$34,431,783 for the 2023-24 school year. Of that amount, \$24,271,236 is tied to actions/services in the LCAP and \$10,160,547 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

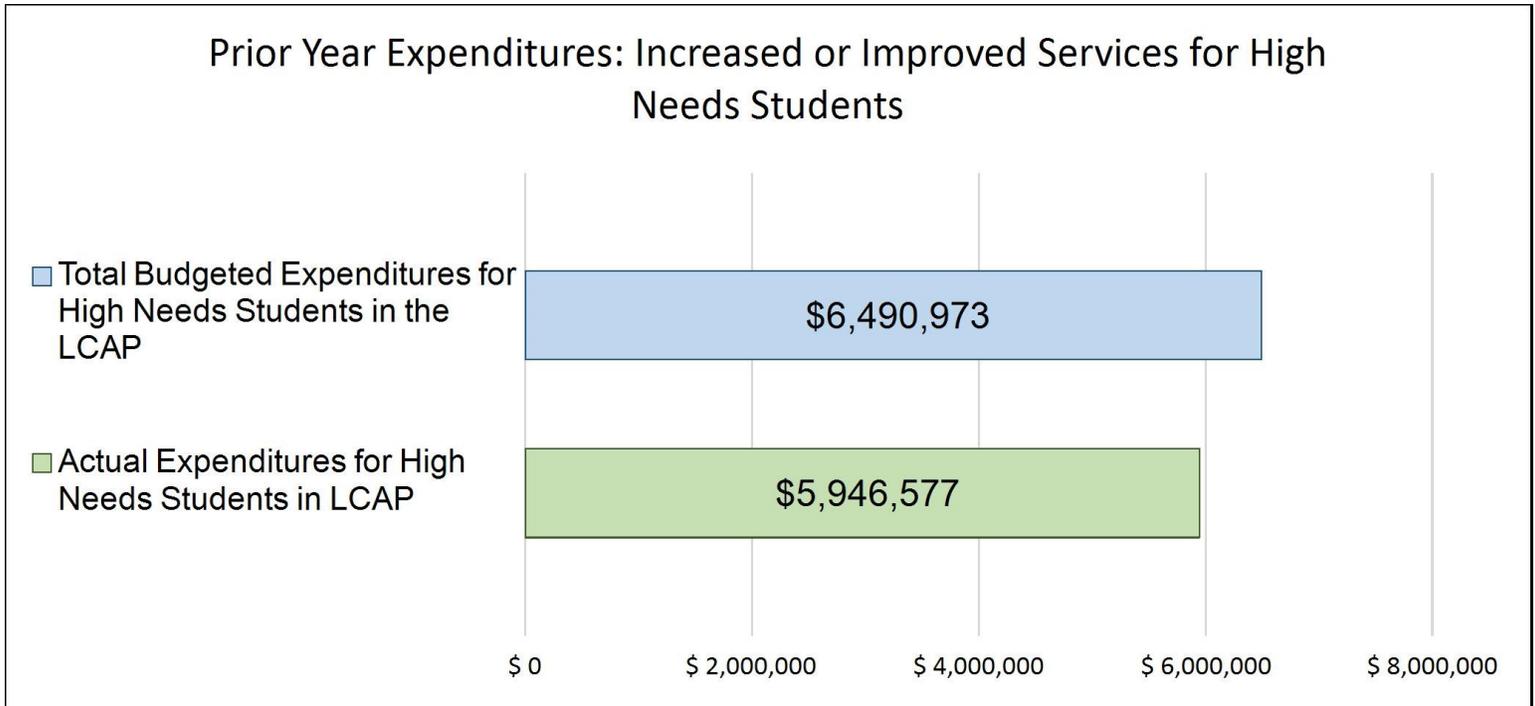
The District provides many services to support the core programs, including but not limited to learning facilitators, administrators, administrative staff, maintenance and operations staff, legal fees, utilities, property insurance, and purchases of materials and supplies to support day to day school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

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

In 2023-24, Golden Plains Unified School District is projecting it will receive \$6,893,483 based on the enrollment of foster youth, English learner, and low-income students. Golden Plains Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Plains Unified School District plans to spend \$8,695,782 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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 2022-23, Golden Plains Unified School District's LCAP budgeted \$6,490,973 for planned actions to increase or improve services for high needs students. Golden Plains Unified School District actually spent \$5,946,577 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-544,396 had the following impact on Golden Plains Unified School District's ability to increase or improve services for high needs students:

The District was challenged in the areas of recruitment, which impacted the necessary resources to implement certain programs. Due to not being able to properly fill crucial positions in the District, the District was unable to utilize all available resources during the 22-23 school year.



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	Anthony Hernandez Chief Business Official	AHernandez1@gpusd.org (559) 693-1115

Plan Summary [2023-24]

General Information

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

Golden Plains Unified School District is located on the west side of Fresno County. The district is made up of four distinct rural communities (community populations in parentheses): Cantua Creek (973); Helm (198); San Joaquin (4360); and Tranquility (1018). The District is made up of four K-8 schools (Cantua, Helm, San Joaquin, and Tranquility Elementary), one high school (Tranquility High School), and one continuation high school (Rio Del Rey). Golden Plains Unified School District has an enrollment of 1,424 students, with 55.8% English Learners, and 92.4% Free/Reduced Lunch. Golden Plains Unified School District is committed to providing a high-quality education to each and every student. Our staff provides a caring and safe environment as well as a rigorous and challenging curriculum. 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.

GPUSD is extremely proud of the way schools and the community strived to provide a safe learning environment for students and staff. Additional federal and state funds swelled the district's budget, and GPUSD resumed its mission to provide a high-quality education to each and every student. Once again, we partnered with outside educational researchers and practitioners to bring resources and professional learning to the district. The Sobrato Early Academic Language (SEAL) Model and California Learning and Language Innovation (CALLI/Stanford University) are two of our highly regarded partners. GPUSD implemented the English Language Arts and English Language Development Framework (2014) before many other districts in order to provide alignment of teaching practices so that the home language and culture are nurtured and embraced while learning rigorous grade-level content. GPUSD now has a TK-12 Seal of Biliteracy and Career & Technical Education Pathways. GPUSD takes students and the community seriously. We encourage education partner input while planning the school year to prepare each and every student in GPUSD to be College and Career Ready.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Golden Plains Unified achieved success within all local performance indicators for the 2022-2023 school year.

Academic Performance: GPUSD met the local indicator: (1) Implementing Academic Standards. Golden Plains provided a Chromebook for each student. At LCAP meetings, parents praised the fact that all students had access to technology.

Conditions and Climate: GPUSD met all local indicators: (1) Teacher Instructional Material & facilities; (2) Parent and Family Engagement; and (3) The Local Climate Survey. Education partner feedback: Parents were proud of the extra-curricular activities the schools provided. They also enjoyed returning to school for events and meetings. Students enjoyed music, art, and other electives, including games and performances. Students felt there were adequate electronic devices provided to them.

Academic Engagement: (1) Access to a Broad Course of Study. Students believe there are more courses available to them and CTE pathways, but that they should improve their achievement in these classes.

GPUSD will continue Goals and actions to provide instructional material to students; the district will begin to review the need for improved math and English Language Arts curriculum. The SEAL model was used to support English Learners and all students. We will continue to attract and retain quality staff members and provide adequate training. GPUSD was able to hire more teachers and Teachers on Special Assignments as well as instructional staff; however, most of these hires came at the end of the year, so we could not implement them. After a sizeable pay raise, we found success in hiring additional teachers late in the year, for 2023-2024. GPUSD counselors and partners provided academic and socio-emotional guidance to students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

GPUSD needs significant improvement in all major Dashboard indicators for all students and specifically English Learners, Hispanics, and Low Socio-Economic. English Learners, Hispanics, the Homeless, Students with Disabilities, and low-income students are eligible for Differentiated Assistance based on the 2022 Dashboard across multiple indicators including ELA & Math, English Learner Progress Indicator, and Chronic Absenteeism.

Identified Need: English Learners need more academic support during the day, after school, and on weekends and summer vacation. They need access to a high-quality, rigorous education that promotes language development in the early grades through high school. Because many students cannot/will not stay after school, they will require academic support throughout the school day.

In order to meet this need, in conjunction with FCSS, for Hispanic/Homeless Youth/Socioeconomically Disadvantaged/Students with Disabilities, GPUSD is re-organizing its Math, English, and Attendance programs and aligning them with its MTSS program, which will also be reorganized.

1. Re-Organization

ELA Program: LEAD: Director of Academic Services. The DAS monitors Site Leads. SITE LEAD: Principal and Vice Principal. Site leads conduct walk-through observations and formal evaluations. TOSAS. 3 TOSAS will be employed. 1 at THS; 1 at SJES; 1 at CES/TES. TOSAs will review the ELA curriculum and best ELA instruction practices with teachers; they will collaborate to create effective lessons and formative assessments; TOSAs will grade formative assessments through a group norming process which will build capacity in teachers and provide feedback to students rapidly. TOSAS will also ensure that teachers can enter grades into the Aeries gradebook as soon as possible allowing students, parents, counselors, and administrators to monitor students day-by-day in order to provide support. Tosas will also facilitate PLCs as teachers share formative assessment results. INSTRUCTIONAL AIDES. 4 ELA Instructional aides will be assigned to the English program. Instructional aides will support TOSAS as tutors for students who need limited support, copying formative assessments, and other duties.

Math Program: LEAD: Director of Academic Services. The DAS monitors Site Leads. SITE LEAD: Principal and Vice Principal. Site leads conduct walk-through observations and formal evaluations. TOSAS. 3 TOSAS will be employed. 1 at THS; 1 at SJES; 1 at CES/TES. TOSAs will review the Math curriculum and best Math instruction practices with teachers; they will collaborate to create effective lessons and formative assessments; TOSAs will grade formative assessments through a group norming process which will build capacity in teachers and provide feedback to students rapidly. TOSAS will also ensure that teachers can enter grades into the Aeries gradebook as soon as possible allowing students, parents, counselors, and administrators to monitor students day-by-day in order to provide support. Tosas will also facilitate PLCs as teachers share formative assessment results. INSTRUCTIONAL AIDES. 4 Math Instructional aides will be assigned to the Math program. Instructional aides will support TOSAS as tutors for students who need limited support, copying formative assessments, and other duties.

Attendance Program: LEAD: Director of Academic Services or designee. The Das monitors Site Leads. SITE LEADS: Principal and Vice Principals. Site leads will monitor the referral process and assign consequences. Attendance Clerks: Follow the established procedures for GPUSD attendance. Complete referrals for tardiness and absences and forward them to Administration. Document referrals on Aeries and inform students. GPUSD will hire additional clerks to address attendance at SJES & THS.

2. MTSS Alignment

LEAD: Director of Academic Services. DAS monitors Site Leads. SITE LEAD: Principal and Vice Principal. Site leads review the STUDENT MONITORING FORM data and meet with Academic Counselor regarding student progress. ACADEMIC COUNSELORS: Monitor STUDENT MONITORING FORM for students who need support such as after-school tutoring or a schedule shift. TOSA: Trains teachers to use STUDENT MONITORING FORM which identifies student weaknesses and teacher practice; student meetings, and parent contact as well as additional supports.

3. Cycle of Continuous Improvement

ELA Program: INSTRUCTIONAL LEADERSHIP MEETINGS: Director of Academic Services and SITE LEADs will meet weekly to review ELA, Math, and Attendance in order to determine student progress. Based on MTSS information, Leadership will determine if additional resources are needed. MTSS includes feedback from teacher PLCs.

The LEA will support English Learners through the STUDENT MONITORING FORM and the Student Monitoring Form Spreadsheet. The Student Monitoring Form Spreadsheet is divided into English Learners and English Only rosters. The MTSS process would be directly applied to ELs.

Academic Performance Indicators

English Language Arts (very low) & Mathematics (very low) & English Learner Progress (Very low)

Steps to address the need for improvement: GPUSD maintains an English Learner Program to support the implementation of the ELA Framework (Goal 1, Action 7). GPUSD provides professional development for paraprofessionals to promote language and literacy (Goal 1, Action 2); training is also provided for ELPAC testing (Goal 1, Action 9). In order to meet the academic needs of Homeless students, GPUSD provides a Multi-Tier System of Support (MTSS). MTSS includes individual support for students, supplemental curriculum, and PD for staff (Goal 1, Action 8). In order to provide relevant education, the district also provides 21st Century Skills, Google, and Tech integration, including Chromebooks and internet access (Goal 1, Action 10). Low Socio-Economic students make up approximately 100% of the student population, so the above services for the other subgroups apply to low socio-economic as well, especially MTSS (Goal 1, Action 8) and 21st Century Skills, Google and Tech integration, including Chromebooks and internet access (Goal 1, Action 10). GPUSD also planned for additional staffing with 6 TOSAs, 8 instructional aides, and 2 teachers.

Academic Engagement:

Chronic Absenteeism (very high 61.5%)

EL, Hispanic, and Low-Socio-Economic students are in need of improvement. In order to address Chronic Absenteeism, GPUSD contracts with FCOE and Truancy Intervention Program and provides attendance incentives (Goal 2, Action 1). In order to address the social-emotional barriers these student groups face, the district retains counselors to monitor these students' behavior and provide counseling (Goal 2, Action 3). The district also funds the Positive Behavior Intervention System in order to train and provide alternatives to suspension (Goal 2, Action 5). GPUSD also provides these students with technology, supplemental material, and equipment for CTE (Goal 2, Action 2).

LCAP Highlights

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

(1) Collaboration

Golden Plains Unified through the collaborative effort of education partners produced the LCAP. Education partners included administrators, certificated and classified staff, parents, students, SELPA, and bargaining units. The LCAP includes four goals: (1) Academic Achievement; (2) Positive School Climate; (3) Education Partner Engagement; (4) and Facilities. The collaborative process starts with gaining input from education partners. GPUSD educates education partners about our goals, actions, and effectiveness before gathering input on the successes and identifying needs. GPUSD will also use staff meetings on academic achievement, school climate, engagement, and facilities to update staff on procedures and monitor progress toward objectives and goals.

(2) District Initiatives.

GPUSD will continue to implement district initiatives (Balanced Literacy, ERWC, SEAL, CALLI, Number Talks, Impact Teams) to improve student achievement on the CAASPP in ELA and Math (Goal 1, Action 2) In order to monitor these initiatives throughout the year, GPUSD staff and teachers must use PD time to discuss formative and summative assessment results. These results will be made available in the Aeries grade book so that parents, counselors, and site leaders can monitor student progress on a daily basis and provide interventions quickly (Goal 1, Action 3). Administrators will monitor the application of these processes and report to the district office. Monitoring includes the use of documentary evidence that sites and teachers implement district initiatives.

(3) English Learners.

GPUSD will continue to monitor a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards (Goal 1, Action 7). In order to monitor the EL program throughout the year, GPUSD staff and teachers must use documentary evidence that they are tracking EL progress on a monthly basis and providing academic support which includes teacher interventions, counseling interventions, and academic support during and after school. GPUSD tracks both ELs and reclassified students to ensure academic success. PD time to discuss formative and summative assessment results. These results will be made available in a gradebook, so that parents, counselors, and site leaders can monitor student progress on a daily basis and provide interventions quickly (Goal 1, Action 3).

(4) Low-Income, Special Education, and Foster Youth Students.

GPUSD will continue to implement the Multi-Tiered System of Supports (MTSS). MTSS includes Core Universal Supports, Targeted Supplemental Supports, and intensive support for all students (Goal 1, Action 8). The district will provide guidance in the form of practices and policies for school sites including monitoring of academics (Goal 1, Action 3) and social-emotional monitoring (Goal 2, Action 3). In order to monitor LI, SPED, and FY students throughout the year, GPUSD staff and teachers must use documentary evidence that they are tracking them on a monthly basis and providing academic support which includes teacher interventions, counseling interventions, and academic support during and after school.

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.

Tranquility Elementary School

Support for Identified Schools

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

Golden Plains Unified supported Tranquility Elementary School staff in conducting their local needs assessment through professional development on how to do a needs assessment. The Director of Student Services reviewed the similarities between the LCAP and School Plans for Student Achievement (SPSA). Then the director reviewed the LCAP including goals, metrics, actions, and funding. Staff were asked for their input on how the district could improve services for students, staff, and the community. Site staff could use that model and practice at sites.

GPUSD supported sites in identifying and selecting evidence-based interventions included in the CSI plan by first asking sites to identify all evidence-based supports and programs they used. Then, sites will analyze the supports and programs for effectiveness as determined by state and local indicators. Principals and Teachers on Special Assignments (TOSAs) will guide teachers and staff by presenting alternative supports and programs to choose from. Supports and programs must be monitored throughout the year for their effectiveness as determined by student formative assessments and/or check-ins.

GPUSD provided support to Tranquility Elementary for identifying resource inequities through disaggregated summative data for students at risk including English Learners, Low Socio-Economic, Homeless, and Foster Youth, as well as Students with Disabilities. Counselors also tracked these students bi-weekly to ensure that these students get the academic and social-emotional support they need in conjunction with site administration who directs the resources.

COHERENCE: CURRICULUM AND INSTRUCTION

Golden Plains Unified School District informs its mission with the change ideas found in the work of Michael Fullen and John Hattie. Fullen's "Coherence"(2016) focuses on the right drivers in action for schools, districts, and systems. Coherence lays the groundwork for the setting and the review of goals as well as building professional capacity among education partners. Hattie's "Visible Learning" (2009), a synthesis of over 800 meta-analyses relating to achievement, provides research-based studies to guide the decisions the district makes about goals and actions, including the development of the CSI plans. In 2023-2024, GPUSD will implement these ideas throughout the school year. In addition, we will emphasize the PLC model to drive data analysis and program improvement throughout the entire district.

In order to establish coherence throughout GPUSD, we will start with our Instructional Leadership Team (Administrators, Counselors, Fiscal). In July 2023, site leaders will devote time at an End-of-Year Cycle of Continuous Improvement (CCI) to review their School Plans for Student Achievement (SPSA) and determine whether these plans actually addressed the needs based on data and identify the challenges we face. In early August, administrators will meet with counselors to review SPSAs and determine whether the plans addressed student needs (Counselors return later than administrators).

In order to build coherence throughout GPUSD, the LEA will support each school site by re-organizing the purpose for TOSAs and placing teams of 2 TOSAs (1 math and 1 English) at each site. TOSAs will have 5 expectations: (1) Review student formative and summative data; (2) Review curriculum maps and collaborate with grade-level teachers to create district-wide curriculum maps; (3) Review current academic programs and curriculum to determine their effectiveness using LCAP metric data. TOSAs should provide guidance and additional information on our programs so teachers can implement our programs effectively; (4) Identify best teaching practices and coach teachers on how to implement them throughout the year; (5) Collaborate with teachers to develop 4 formative assessments per week in Math and English (High School TOSAs will need to work with remaining teachers to integrate these practices). Then grade these assessments with teachers to determine how teachers can support each student.

TOSA PLCs.

TOSAs can meet in person to review the progress at each site. Through collaboration, they will determine the best evidence-based interventions based on their specific site needs. This includes resources such as the EL Framework and What Works Clearinghouse, which offer information and guidance on evidence-based interventions.

SITE ADMINISTRATION.

Site leaders will have two days to review and evaluate their SPSAs. A follow-up meeting will be held in August 2023 to ensure that SPSA goals are aligned with the needs addressed through the data and education partner feedback. This process will inform any CSI plans and identify focus areas.

COUNSELING

Counselors will review students grades and meet with struggling students to discuss an academic plan, or determine if the student needs targeted academic support during the day, after school, or

TRANQUILITY ELEMENTARY SCHOOL

Once TES develops its needs assessment and analysis of its SPSA, the district will connect the TES SPSA with current evidence-based supports which are provided by key partners. For example, TES identified a need to focus on shared and guided reading based on student reading performance data. The district currently partners with California Education Partners and their CALLI initiative which also provides the district with literacy support through Dr. Nancy Akahvan and The New Teacher Project. Dr. Akahvan will provide coaching in shared and guided reading to teachers in grades TK-3 to support the sites' needs. The LEA's process to support the sites in identifying and addressing resource inequities is through collectively examining current practices, staffing, and data. The information includes the meaning of resource inequities and dimensions of resource inequities.

GPUSD will make coherence and data analysis the core of the meetings. The goal is to ensure that data analysis can uncover problems of practice for staff that directly affect students and the community. Data sets that are currently used include local academic assessment data (IAB, ICA, PSAT, MAP, and adoption data); connectivity data; engagement data; absenteeism rates; and social and emotional data through our wellness check forms.

Monitoring and Evaluating Effectiveness

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

Coherence

The district has established a process for monitoring and evaluating the implementation of the CSI plan including the effectiveness of selected evidence-based interventions to improve student outcomes.

First, TES develops annual goals and quarterly milestone targets for student success through the SPSA needs assessment. TES develops SMART goals to address its needs assessment. These goals consist of timebound, measured, attainable outcomes. The goals are shared with educational partners to provide feedback and refine them to ensure accuracy and relevance. State and local indicators/metrics are employed to measure progress throughout the year.

Second, the district identifies student needs based on summative assessment achievement, grades, attendance, and suspension. Each student is monitored as an EL, EO, Low Income, FY, or SPED. Staff are assigned monitoring responsibilities. Counseling and TOSAs monitor student progress every two weeks. Teachers use an Academic Referral to describe areas in which the student struggles and how in-class support was provided. Such support includes EL strategies, ERWC strategies, individual tutoring, and collaboration. Counseling then meets with the student and provides additional support such as academic tutoring after school, on Saturdays, or in summer school. This year, the addition of an EL coordinator and elementary counselors will aid in connecting students to resources more quickly.

At weekly PLCs, teachers and TOSAs will review student achievement data to determine whether instructional practices and school supports are effective or need to be changed.

Coherence occurs when each and every staff member implements the district plan leading to increased student success.

Data Analysis

In addition to the goals above, TES is focused on academic, attendance, and suspension metrics:

- (1) Students who are below standards in ELA/Math
- (2) Students who are not making progress on ELPAC
- (3) Students missing 10% or more of school days.
- (4) Students who are suspended.
- (5) % of students/families report positive relationships with at least one adult in the school.

TES will hold regular meetings with their school site councils to review the month-to-month progress of their CSI plans. The presentations included engagement, attendance, grades, and SEL wellness data. This data is provided to the education partner through their monthly presentations and posted online via their school website. The principal sends in a monthly school site council report to provide monitoring updates.

District Data Analysis

Quarterly cycles of continuous improvement. These involve site leaders sharing out their quarterly findings on the effectiveness of their CSI and SPSA plans including their selected evidence-based interventions. These quarterly CCI meetings include outside thought partners including students, and Fresno County Superintendent of Schools, etc. Through this quarterly process, site leaders are able to gather valuable feedback from others. At the end of the session, leaders map out the next steps for the new quarter based on the CCI.

The district utilizes the cycle of continuous improvement process to monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement. In addition, job-embedded professional learning is provided to staff through partnerships with the Fresno County Superintendent of Schools. This professional learning is aligned to the site and district goals that were established during the needs assessment. The effectiveness of teacher professional learning is measured by surveys and classroom observations utilizing our Instructional Practice Guide.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Golden Plains Unified collaborated with all education partners at the site and district level to complete the 2022-2024 LCAP. Each school site presented an LCAP to parents, students, teachers, and classified staff several times at morning and afternoon meetings in order to accommodate education partner input. Sites reviewed school and district data for each of their goals, highlighting achievements and commenting on needs for improvement. Education partners were asked to provide input on what they were proud of and what they had concerns about. At administrative meetings, participants analyzed education partner input for trends or deep concerns and then used that input to write the LCAP. The LCAP was also presented at School Site Council (SSC) and English Learners Advisor Committee(ELAC) meetings as well as Parent Advisory Committees (PAC) and District English Learners Advisory Committees (ELAC).

Dates for education partner input meetings:

GPUSD

April 11, 2023. Principal and district administration meeting at 9:00 am.

May 11, 2023 Administration. 3:30 pm

Tranquility Elementary School

April 19, 2023. School Site Council. 5:30

April 20, 2023. Student Meeting. 9:30

Cantua Elementary School

April 27, 2023. Parent Meeting 9:00-10:30 pm

May 3, 2023 Teacher/Classified Employees 2:00-3:15 pm

May 9, 2023. Student Meeting. 1:30-2:30 pm

Helm Elementary School

April 24, 2023. Parent Meeting 5:30 pm

April 25, 2023. Parent Meeting 5:30 pm

April 26, 2023. Student Meeting. 9:30 am

April 27, 2023. Teacher/Classified Employees Meeting. 10:00 am

San Joaquin Elementary School

April 21, 2023. Student Meeting. 10:45-12:00 pm

Tranquility High School

May 8, 2023. School Site Council Meeting. 1:00 pm

May 8, 2023. English Learners Advisory Committee. 1:45 pm
May 10, 2023. Teacher/Classified Employees 3:30 pm
May 24, 2023. Student Meeting. 9:00 am.

Bargaining Units

May 15, 2023. GP Teachers Union. 3:30 pm.
May 15, 2023. CSEA Meeting (Classified Union). 4:15 pm

DELAC Meetings

May 2, 2023. 1:45 PM
May 16, 2023. 1:45 PM
May 31, 2023 1:45 PM. (A draft of the LCAP was presented at this meeting for feedback. There was no feedback that required a written response from the superintendent).

PAC Meetings

May 2, 2023. 1:00 PM
May 16, 2023. 1:00 PM
May 31, 2023. 1:00 PM (A draft of the LCAP was presented at this meeting for feedback. There was no feedback that required a written response from the superintendent).

SELPA Meetings

9/15/22, 10/18/22, 11/10/22, 1/26/23, 2/16/23, 3/9/23, 4/23/23

Date of Public Hearing: June 13, 2023

Public comment period: June 10 through June 20, 2022.

The public hearing posting will be posted on the GPUUSD website, district office, San Joaquin Post Office, Westside Advance newspaper, and the Fresno Bee.

The public will have access to the LCAP online and in the district office.

Board Approval Date: June 20, 2023. Local indicators were presented in conjunction with the LCAP and the LEA budget was adopted at the same meeting as the LCAP approval.

A summary of the feedback provided by specific educational partners.

2022-2023

Pupil Achievement and Performance.

Parents in PAC were not overall pleased with academic achievement. They believe that there's a lot of improvement needed in math and language arts.

Staff: Teachers wanted the district to bring back Accelerated Reader & Math. High School teachers insisted we needed to hire teachers in language arts and require students to attend after-school interventions.

Administration: We need to provide teachers time to collaborate and participate in professional development.

Students: Students were pleased with their electives, especially at elementary schools that offered them. They feel some teachers were involved, but others were not.

Bargaining Unit: They felt students were woefully unprepared, and much more remediation was necessary immediately.

DAC: Counselor has not contacted my son. Many parents don't know parent square. Many work in the fields and cannot come to school.

SELPA: Students need additional academic support

DELAC: To register the parents on Aeries on registration time on the kindergarten registration.

Broad Course of Study

The administration was proud that a large number of low-income students were college and career ready. They still believe there's room for improvement. They believe pathways need to be defined.

PAC and ELAC parents were proud of the electives like art and music offered to students, but believe that academic improvement must be addressed. Some parents were disappointed that teachers were not more involved. They do appreciate the work of teachers and felt that more classes that prepared students for college and careers are necessary. Other parents felt that the school needs to contact parents sooner regarding student progress. They also were also thankful the elementary had a designated PE teacher.

GPTA Bargaining units believed schools need to work on everything.

Students commented they needed to pay more attention in class; they were also unhappy about the cafeteria food.

Teachers believe they need more training in the curriculum, and they need to attend more conferences. They would also like to approve additional textbooks and curriculum.

DAC: Find teachers willing to bring more to the table.

DELAC: I like that the district athletic director puts up flyers on Parent square.

College and Career Ready

The administration was pleased with the graduation rate but noted that the homeless chronic absence rate needed to be addressed.

Many students take advantage of dual enrollment opportunities.

Teachers commented that one elementary school provided electives, but others didn't. They recommended a middle school for the district. High school teachers were pleased with the number of students who were college and career ready.

Parents were concerned about low academic scores and high absences; they wanted more information from schools such as newspapers and flyers. They believed that more CTE pathway courses in grades 6-8 could get students goal-oriented for college or a career.

FFA Advisory members wanted a more experienced instructor for welding.

DAC: Following through with students who are not college bound

DELAC: Porque no designan una clase como un sabado para los que estudian en el colegio y sin necesitan ayuda, poder tener mejor ayuda

Pupil Engagement

The administration saw good graduation rates but felt that sites needed to follow attendance policies more consistently.

Teachers stated that students are more committed to completing coursework and that attendance is improving; provide relevant coursework. Make home visits to students who are chronically absent.

SELPA: We need to repair the swimming pool for students and the community.

Parents believed that courses in ROP-CTE are the way to engage students. Those pathways provide students with a stronger connection to real life.

DAC: Only 7 students have perfect attendance. The kids don't seem to want to come.

School Climate

Administration: Suspension rates rose during the 2021-2022 school year because students returned to campus in August. We should strive to maintain policies that provide alternatives to suspension.

Teachers were concerned students with disabilities were suspended at 10% rate. More SEL support is needed for students. More sports and activities for students.

The bargaining unit mentioned that school spirit was higher when schools played at each other's sites.

DAC: Use Tiger bucks and teach students why they are getting them.

SELPA: We need to hire a third psychologist.

DELAC: To give achievement to the students like take them out to eat off the school.

Access

Admin was pleased that students were provided tech at a 1:1 ratio. Plans to provide communities with access to the internet did not pan out.

Teachers were concerned that some textbooks were outdated (2005).

Staff were pleased with the standards-aligned curriculum.

SPED: We need headphones with microphones.

Students wanted more access to the internet and staff wanted newer textbooks.

DAC: Computers don't work.

DELAC: To improve the achievement the kids that do their work get awarded

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

The LCAP committee included the input this year in several actions.

To address the need for immediate academic remediation

Goal 1. Action 2: Literacy Support" provides professional development for teachers to increase the rigor in reading and composition.

Teachers will collaborate in PLCs on composing writing assignments that align with the CCSS. They will learn to develop student rubrics and grade papers through a norming process.

Goal 1. Action 3. Monitor Student Formative and Summative Achievement" includes Panorama, a monitoring system, that identifies concerns with academics, attendance, and social-emotional needs, so teachers and staff including counselors and psychologists can provide support quickly.

Goal 1. Action 5. "Lower Class:" GPUUSD will maintain lower class sizes, so teachers have more individual time with students in small groups.

Goal 1. Action 7. "English Learner Program." Includes a part-time administrator to oversee reclassification and monitor student progress.

Goal 1. Action 8. "MTSS" A reward system will be enacted for students who make academic goals.

Goal 1. Action 9. "ELPAC Training" A part-time administrator will oversee ELPAC testing.

Goal 1. Action 10. The LEA will designate an ROP-CTE counselor to oversee student progress toward career readiness as well as provide community outreach.

In order to address suspension and attendance concerns

Goal 1. Act 8 'MTSS' provides for core universal support, and intensive individual supports, as well as PD for teachers and staff in alternative systems in lieu of suspension.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The unduplicated students are some of the lowest performing in the LEA on state and local assessments. Dashboard results in ELA & Math show only 20% of students met or exceeded standards in ELA; Only 12% of students met or exceeded standards in Math. For that reason, the district will provide actions and services to increase student academic achievement on state and local assessments. Other services include providing a broad course of study and CTE pathways as well as providing highly qualified teachers and staff.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth: NA (DataQuest 2021)	Foster Youth: NA (DataQuest 2022)		and/or maintain (95% or higher) Increase Foster Youth/Homeless graduation rate by 1%. annually and/or maintain (95% or higher) Increase Low Income graduation rate by 1%. annually and/or maintain (95% or higher)
3. EAP % Pupils College/Career Ready (ELA)	English Language Arts/Literacy: 2018-2019 Standard Exceeded: 7.69% 2018-2019 Standard Met: 27.88% (DataQuest 2019)	All English Language Arts/Literacy 11th Grade All Standard Met: 38.5% Low Income Standard Met: 37.18 % English Learners Standard Met: 7.14 % Foster Youth Standard Met:NA Data Year: 2021 Data Source DataQuest	All English Language Arts/Literacy 11th Grade All Standard Met: 24% Low Income Standard Met: 23% English Learners Standard Met: 5% Foster Youth Standard Met:NA Data Year: 2022 Data Source DataQuest		All English Language Arts/Literacy 11th Grade All Standard Met: Increase 3% in English Language Arts Low Income Standard Met: Increase 3% in English Language Arts English Learners Standard Met: Increase 3% in

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. SBAC Assessments: Mathematics	Mathematics:	<p>SBAC Mathematics: 10.30%</p> <p>English Learners 2021-2022 Standard Met: 10.3%</p> <p>Low Income: 2021-2022 Standard Met: 10.64%</p> <p>Foster Youth 2021-2022 Standard Met: NA</p> <p>Data Year: 2021 Data Source: DataQuest</p>	<p>SBAC Mathematics: 12.17%</p> <p>English Learners Standard Met: 5.1%</p> <p>Low Income: Standard Met: 12.36%</p> <p>Foster Youth Standard Met: NA</p> <p>Data Year: 2022 Data Source: DataQuest</p>		<p>SBAC Mathematics: Increase 5% in Math</p> <p>English Learners Standard Met: Increase 5% in Math</p> <p>Low Income: Standard Met: Increase 5% in Math</p> <p>Foster Youth Standard Met: NA</p> <p>Data Year: 2023 Data Source: DataQuest</p>
6. A-G % Pupils	A-G requirements met = 35.3% (DataQuest 2020)	<p>All Students A-G Met: 46%</p> <p>Low Income A-G Met: 45.2%</p> <p>English Learners A-G Met: 24.4%</p> <p>Foster Youth A-G Met: NA</p> <p>Data Year: 2021 Data Source: DataQuest 2021</p>	<p>All Students A-G Met: 53.6%</p> <p>Low Income A-G Met: 50.0%</p> <p>English Learners A-G Met: 0.9%</p> <p>Foster Youth A-G Met: NA</p> <p>Data Year: 2022 Data Source: DataQuest 2022</p>		<p>All Students A-G Met: Increase by 5% annually.</p> <p>Low Income A-G Met: Increase by 5% annually.</p> <p>English Learners A-G Met: Increase by 5% annually.</p> <p>Foster Youth A-G Met: NA</p> <p>Data Year: 2023</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Source: DataQuest 2023
7. AP% Pupils 3 or higher	2019-2020 30 students took an AP exam. 80% of student scored a 3 or higher. (DataQuest 2020)	All Students AP Metric Met: 68% Data Year: 2021 Data Source: DataQuest 2021	All Students AP Metric Met: 100% 18/18 Data Year: 2022 Data Source: DataQuest 2022		Maintain 80% Data Year: 2023 Data Source: DataQuest 2023
8. CTE Pathway Completion	Student Completers: 155 students (at least 1 pathway) Agriculture and Natural Resources: 2 Agriscience: 143 System Diagnostics, Service and Repair: 15 (CALPADS 2020)	All Students Students Completers: 36 Data Year: 2021 Data Source: CALPADS 2021)	All Students:307 Total Completers: 19.4% Data Year: 2022 Data Source: CALPADS		Maintain student completers between 150-160 in all pathways. Data Year: 2023 Data Source: CALPADS
9. Standards Implementation for all students and EL access to CCSS and ELD Standards	Implementation of Standards: 4.2 out of 5 or Full Implementation. (2019 Dashboard)	Implementation of Standards: 4.2 out of 5 (2021 Dashboard)	Implementation of Standards: 4.2 out of 5 (2022 Dashboard)		Increase .3% annually (2023 Dashboard)
10. Access to Broad Course of Study	Elementary Students enrolled in programs SEAL Classes TK-5: 662 Dual Immersion TK-3: 148	Elementary Students enrolled in programs SEAL Classes TK-5: 659 Dual Immersion TK-4: 177	Elementary Students enrolled in programs SEAL Classes TK-5: 644 Dual Immersion TK-4: 178		Maintain these elementary programs SEALClasses TK-5 Dual Immersion TK-2 ERWC offered in 7-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ERWC offered in 7-12: 749</p> <p>Tranquility High School Courses ROP/CTE: Agriculture and Natural Resources; Agriscience; System Diagnostics; Service and Repair. West Hills College/Dual Enrollment: 65 Electives: AP computers, 3D Art, Band, Mock Trial, Leadership, Spanish</p>	<p>ERWC offered in 7-12:641</p> <p>Tranquility High School Courses: ROP/CTE: Agriculture and Natural Resources; Agri-science; System Diagnostics; Service and Repair. West Hills College/Dual Enrollment: 65 Electives: AP computers, 3D Art, Band, Mock Trial, Leadership, Spanish</p>	<p>ERWC offered in 7-12: 626</p> <p>Tranquility High School Courses: ROP/CTE: Agriculture and Natural Resources; Agri-science; System Diagnostics; Service and Repair. CTE Classes CTE Art I CTE Art II CTE Digital Media Introduction to Business Online Marketing Computer Science Entrepreneur Personal Finance ROP Classes ROP Auto Systems ROP Sports Medicine ROP Sports Athletics Ag Mech I Ag Mech II Ag Plant Science Ag Earth Science Ag Projects Auto Tech I Auto Tech II</p> <p>Electives: List all Ag Leadership</p>		<p>Maintain Tranquility High School Broad Courses ROP-Maintain courses West Hills College/Dual Enrollment: Maintain courses Electives: Maintain courses</p> <p>Data Year: 2023-2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Academic Success Career Exploration AP Computer Science Cadet Academy Kinesiology & Health Athletic Training Beg Band Percussion Beg Guitar Advance Band Marching Band ASB Leadership Introduction to Computers Strength & Conditioning Spanish Theater Avid Medical Careers Spanish Journalism Mock Trial Get Focused Stay Focused Introduction to Journalism West Hills College/Dual Enrollment: #students Summer 2021: 12 Fall 2021: 20 Spring 2022: 22 Data Year: 2022-2023		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11. Percent of Students who met or exceeded Physical Fitness Test 5th, 7th & 9th	<p>Percent of Students who met or exceeded standards on the Physical Fitness Test for the 5th, 7th & 9th grade (greater than or equal to 4 of 6 fitness standards).</p> <p>2018-2019 5th: 47% 7th: 38% 9th: 50%</p> <p>Due to Covid-19 school closure, no Physical Fitness data from the 19-20 school year is available. (2019 DataQuest)</p>	<p>2021-2022 Test participation required.</p> <p>5th: 107 of 122 (87.7%) Cantua: 23 of 23 Helm: 9 of 10 SJES: 55 of 59 TES: 20 of 20</p> <p>7th: 94 of 98 (95.9%) Cantua 15 of 16 Helm: 7 of 7 SJES: 54 of 57 TES: 18 of 18</p> <p>Tranquility High School 9th: 109 of 109 (100%)</p>	<p>2021-2022 Test participation required.</p> <p>5th: 107 of 122 (87.7%) Cantua: 23 of 23 Helm: 9 of 10 SJES: 55 of 59 TES: 20 of 20</p> <p>7th: 94 of 98 (95.9%) Cantua 15 of 16 Helm: 7 of 7 SJES: 54 of 57 TES: 18 of 18</p> <p>Tranquility High School 9th: 109 of 109 (100%)</p> <p>(2022 DataQuest)</p>		<p>Physical Fitness-increase 5th: 6% annually 7th: 10% annually 9th: 6% annually</p> <p>For 2021-2022, GPUSD should have 95% participation-- added 9/2/2022</p>
12. Standards Aligned Instructional Materials	<p>2019-2020 Williams FIT Report Maintain No Insufficiencies of materials.</p>	<p>No Insufficiencies of materials 2021-2022 Williams FIT Report</p>	<p>No Insufficiencies of materials 2022-23 Williams FIT Report</p>		<p>Williams FIT Report Maintain No insufficiencies of materials</p> <p>2023-24 Williams FIT Report</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13. EL Reclassification Rate	3.1% Reclassification (DataQuest 2020-2021)	All English Learners: 2.8% (DataQuest 2020-2021)	All English Learners: 5.8% (District Office Records)		Increase 2% annually (DataQuest 2022-23)
14. EAP% Pupils College/Career Ready (Math)	Mathematics 2018-2019 Standard Exceeded .96% 2018-2019 Standard Met 7.69% (CAASPP 2019)	SBAC Mathematics: 11th Grade All Students 2021-2022 Standard Met: 17.39 % English Learners 2021-2022 Standard Met: 0% Low Income: 2021-2022 Standard Met: 18.46% Foster Youth 2021-2022 Standard Met: NA Data Year: 2021 Data Source: DataQuest	SBAC Mathematics: 11th Grade All Students Standard Met: 8% English Learners Standard Met: 0% Low Income: Standard Met: 8% Foster Youth Standard Met: NA Data Year: 2022 Data Source: DataQuest		SBAC Mathematics: 11th Grade All Students Standard Met: Increase 3% annually English Learners Standard Met: 3% annually Low Income: Standard Met: 3% annually Foster Youth Standard Met: NA Data Year: 2023 Data Source: DataQuest
15. Highly Qualified Teachers	Fully Credentialed: 64 of 77 or 83% Teaching outside Subject Area of Competence: 0 (2020 SARC)	Fully Credential: 62 of 76 or 81.5% Teaching outside Subject Area of Competence: 0	Fully Credential: 63 of 75 or 84%. Misassignments: 12 Vacancies: 0		Fully Credentialed teachers: 100% Teaching outside Subject Area of Competence: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(The number of fully credentialed teachers was reduced due to a re-interpretation of this metric. Teachers with emergency credentials will no longer being included as fully credentialed)	(Human Resources GPUUSD)	(Human Resources GPUUSD)		(Human Resources GPUUSD) Data year: 2023
16. NWEA MAPS ELA	Golden Plains National Average Kinder 141.8 146.28 1st 152.2 170.18 2nd 159.8 181.20 3rd 180.3 193.90 4th 183.2 202.50 5th 185.9 209.12 6th 190.6 213.81 7th 204.5 217.09 8th 200.4 220.52 9th 213.8 220.52 10th 217.5 222.91	This metric has been discontinued	This metric has been discontinued		Maintain or Increase 2% annually depending on grade level.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	discontinued after 2020-21)				
18. Students who completed both a CTE pathway and A-G requirement	2017-2018: 13 students (13/25 A-G met. 52%) 2018-2019: 27 students (27/31 A-G met. 87%) 2019-2020: 27 students (27/36 A-G met. 75%)	2020-2021: 15 students. 15/36 A-G met. 60%	2021 - 2022: A-G Met: 55.59 % (51/109 Students) 2021 - 2022: CTE pathway completion: (53/109 Students) 57.77% 2021 - 2022: A-G with CTE pathway completion Met: (A-G/CTE): 10/53 or 18.88% (2023)		Maintain 60% of students who fulfill a-g requirement also completing a CTE pathway. Year: 2022-2023 Data Source: Counselor Letty Gonzalez
19. SPED certification	N/A	N/A	2020: 2 students 2021: 0 students 2022: 1 student		Maintain students earning certification at 1 student every year.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Books, Supplies, Services & Capital Outlay	Provide board-approved Common Core State Standard (CCSS) and English Language Development (ELD) books and materials for grades K-12. Such materials include SEAL, ERWC, and NPDL for all students. The LEA will continue to provide supplies, services, and capital outlay. Such services include but are not limited to one academic field trip for	\$323,154.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>each grade, including a 6th-grade science camp. Capital outlay includes academic and athletic equipment to increase student participation in academics and athletics.</p>		
1.2	Literacy Support	<p>Our English Learners, low-income and foster youth in the LEA show a need for increased literacy support as demonstrated on the ELA CAASPP and math CAASPP and local assessments as evidenced by the above metrics. According to the district's past experience, students in Golden Plains Unified need research-based and proven initiatives that support literacy development, including Professional Learning Communities and professional development.</p> <p>To meet this need, the LEA will continue to implement district initiatives such as SEAL, ERWC, NPDL, and Number Talks. Implementation includes refining instructional practices; data analysis in Professional Learning Communities (PLCs); and the purchase and use of materials and supplies to support these initiatives in order to meet the needs of low-income English learners and foster youth students. Research-based practices and strategies provide rich content and teaching practices that are shown to support students learning and development. On-going best practices and professional development allow teachers to focus on domain-specific, developmentally appropriate content and skills that contribute to the overall learning for EL, FY, and LI students.</p> <p>In addition, the LEA will continue to provide substitutes for teachers, extra time for classroom assessments (Norming and scoring), data entry, and professional development. Substitutes all teachers to attend ELA conferences and watch experience with ELA instructors. This task is not for state testing.</p> <p>All paraprofessionals will be provided professional development to accelerate language and literacy across all content areas. PD will include conferences. Paraprofessionals will assist higher-performing ELs, allowing credentialed teachers to provide individual and small-group instruction to lower-performing English Learners.</p>	\$938,779.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Paraprofessionals will also assist in monitoring English Learners' progress.</p> <p>The LEA will continue to implement PLCs in order to improve writing across all content areas for English Learners and Special Education English Learners. In addition, the LEA will continue to provide substitutes for teachers, extra time for formative assessments (No state tests), data entry, and professional development. This action is not for state testing. Collaborating in PLCs to compose formative writing assessments and score those assessments is a critical strategy to improve student writing across all content areas.</p> <p>This action is designed to support EL Literacy for our low-income English learners and foster youth by building capacity in teachers and staff to deliver appropriate instruction and support for English Learners; the action also provides guidance and direction for instructors and staff to support language development and scaffolds through high leverage instructional practices and supporting teachers in looking at data to ensure EL, low-income, and foster youth students are receiving the necessary supports within the classroom. A specific focus will be on writing. Professional development will support literacy skills such as phonics, vocabulary development, reading fluency, oral reading skills, and reading comprehension strategies. Collaborating in PLCs to compose formative writing assessments and score those assessments is a critical strategy to improve student writing across all content areas.</p> <p>We expect that the CAASPP and local ELA benchmark scores for English learners, low-income, and foster youth will increase because these actions are designed to meet the language development needs of English Learners; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		

Action #	Title	Description	Total Funds	Contributing
1.3	Monitor Student Formative and Summative Achievement.	<p>Continue to monitor the progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP Interim Assessments (CAASPP Portal), and state assessments (SBAC, CAA, and CAST). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data.</p> <p>The LEA will ensure the following are provided: (A) Tech staff must maintain licenses and contracts immediately; (B) professional development must be arranged and monitored for completion; (C) Identify responsible party who will purchase materials and supplies, monitor their use; (D) Identify staff to input, monitor staff input.</p> <p>Focus on implementing Panorama, an Early Warning System, that quickly identifies students who are falling behind academically and/or social-emotionally, including homeless students. Panorama also monitors students' chronic absences. Administration and a site team will monitor students weekly for academics, behavior, attendance, and SEL. Teams of teachers, counselors, and administrators are responsible for student progress.</p>	\$50,000.00	No
1.4	Certificated and Classified Staff.	Certificated and classified staff provide instruction and support for day-to-day operations. This action includes Salaries and benefits.	\$10,960,318.00	No
1.5	Lower Class Size	<p>Our Low Income, English Learners and Foster Youth demonstrate a need for increased support in core academic subjects as evidenced by the English and math CAASPP and local academic scores noted by the metrics above. According to the district's past experience, these students benefit from individual and small group instruction, multiple formative assessments, constant teacher reviews of their academic and socio-emotional progress, and regular teacher contact with parents and staff.</p> <p>To meet the complex academic needs of LI, EI, and FY, the LEA, the LEA will implement lower class sizes, i.e., a smaller teacher-to-pupil</p>	\$1,094,657.58	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ratio, which allows for increased meaningful individualized instructional interaction. The LEA will maintain staffing for lower class sizes at the 4-8 grade levels and those 9-12 departments (English Language Arts, English Language Development, and Mathematics) in which multiple "formative assessments" are needed to facilitate increased language and literacy across all content areas.</p> <p>This action is designed to provide students with more individual time with a highly qualified teacher. Providing individualized support for Low-Income, English Learners and Foster Youth students in a smaller class setting will allow for increased student learning in ELA and Math by increasing scaffolds for students, providing language support, and just-in-time instruction to fill learning gaps. It has been proven that students learn faster and perform better in smaller classes. Local input states that lower class sizes result in more individual attention, increased participation, and better communication between the teacher and students.</p> <p>This action is designed to meet the need for increased support in core academic subjects; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis. We expect an increase in English and math CAASPP and local academic scores for our Low-Income, English Learners and Foster Youth.</p>		
1.6	Recruiting and Retaining Highly Qualified Staff	<p>Our Low Income, English Learners, and Foster Youth demonstrate a need for increased support in core academic subjects as evidenced by the English and math CAASPP and local academic scores noted by the metrics above. According to the district's past experience, LI, EI, and FY, the LEA would benefit from highly qualified staff and additional highly qualified who can provide exceptional academic support.</p> <p>To meet this need, GPUSD will recruit and retain highly qualified staff by attending recruitment fairs and posting job information on our website and in newspapers.</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>In addition, the LEA will train Golden Plains Unified staff, i.e., teachers, coaches, and administrators, to message and attract additional highly qualified candidates to our district.</p> <p>This action is designed to support a need for increased support in core academic subjects to support better our Low-Income, English Learners and Foster Youth students. Because Golden Plains is a rural district, it is important to ensure that we are able to hire and retain Highly qualified staff who are educated and equipped to provide the best first teaching. Local data shows that by providing education and training, teachers are using scaffolds for our Low-Income, English Learners and Foster Youth students, language support, and just-in-time instruction to fill learning gaps.</p> <p>This action is designed to meet the need for increased support in core academic subjects in core academic subjects specifically for LI, FY, and EL students; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis. Which should result in achievement for Low-Income, English Learners and Foster Youth students on state and local assessments.</p>		
1.7	English Learner Program	<p>English Learners show a need for increased English language support and development as evidenced by the ELA CAASPP and local benchmark metrics noted above. Based on a local needs assessment the district determined that English learners would benefit from increased literacy support, teacher supports, and access to enrichment opportunities to increase their exposure to language through multiple modalities. Educational partners noted that better alignment of instruction to the ELD framework would also support literacy gains for our EL students.</p> <p>To meet this need the LEA will fully implement a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards. Education partners will be asked to provide feedback regarding how the English Learner program is</p>	\$503,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>benefiting English Learners and input on how to improve and develop the EL program to address student English language development.</p> <p>Two additional TOSAs (ELA) will support teachers at elementary sites in their review curriculum and instruction and remediation of English Learner students (This is additional staff to this action).</p> <p>GPUSD will continue to implement Sobrato Early Academic Language (SEAL) for grades TK-6 to help prevent English Learners from becoming Long-Term English Learners. In grades 7-12 the LEA will provide teachers to provide designated ELD, enrichment field trips aligned to SEAL and ERWC units, professional development for teachers, and a designated person at each site within the LEA to monitor English learner's progress.</p> <p>These actions are designed to support English Learners by building and monitoring their English Language Development throughout the school year. SEAL is a comprehensive and intensive educational model, with emphasis on enriched language and literacy education, designed for English language learners in Elementary Schools, starting with Professional development opportunities to provide teachers with the training they need to better understand the programs, fidelity of implementation, and learning strategies that will impact the increased literacy skills of English Learners. Each site will also have a staff member who will progress monitor EL student data to support intervention and celebrate successes for our EL students. The enrichment field trips are embedded within the SEAL units and allow for our EL students to have exposure and increased real-world experiences that promote literacy. This action is designed so that students in the English language program will acquire and improve skills and strategies in Integrated and Designated English language instruction.</p> <p>We expect that the CAASPP, ELPAC, and local ELA benchmark scores for English learners will increase because these actions are designed to meet the language development needs of English</p>		

Action #	Title	Description	Total Funds	Contributing
		Learners; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.		
1.8	MTSS	<p>Our English Learners, low-income, and foster youth in the LEA show a need for increased socio-emotional support as demonstrated on state and local assessments as evidenced by the ELA CAASPP and local benchmark metrics noted above including suspension and chronic absenteeism. Based on a local needs assessment the district determined that English learners, low-income and foster youth students would benefit from enhanced socio-emotional stability made possible by a certified and classified staff that is educated, trained, and monitored to provide socio-emotional supports.</p> <p>To meet this need the the LEA will continue to implement and refine the Multi-Tiered System of Support (MTSS). MTSS includes Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for students, especially English Learners, Special Education students, and Foster Youth. These programs address the social-emotional needs of students and offer alternative methods to suspension. In addition, a reward system will be enacted for students who make behavioral goals.</p> <p>The LEA will continue to provide supplemental curriculum, material, and supplies that promote positive lifestyles and/or understanding of how students live in poverty.</p> <p>The LEA will also provide professional development to teachers and paraprofessionals, so they can employ the student monitoring system; the LEA will budget for substitute teachers and extra time for instructional and support staff to provide direct services and analyze data and identify the next steps.</p> <p>ADDITIONAL STAFF. GPUSD will hire an additional psychologist to meet the socio-emotional needs of students.</p>	\$378,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action is designed to support socio-emotional stability for our English Learners, low-income, and foster youth students. Students who are absent due to suspensions and/or social-emotional issues do not do well on state assessments for achievement. MTSS focuses on meeting students' needs by guiding them to become active participants in their education. Students are taught to set goals and how to build positive habits.</p> <p>We expect that the CAASPP, local academic benchmarks, suspension, and chronic absenteeism indicators will improve for EL, FY, and LI students because these actions are designed to meet their socio-emotional needs; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		
1.9	ELPAC Training.	<p>The LEA will continue to provide ELPAC training for all TK-12 certificated teachers, TK-12 paraprofessionals, site and district administrators to increase English Learner Progress Indicator.</p> <p>The LEA will continue to provide substitutes for teachers, extra time for assessments (administering and scoring), data entry, and professional development.</p> <p>A part-time administrator will oversee the ELPAC program.</p>	\$365,511.00	No
1.10	21st Century Skills, Google & Technology Integration.	<p>Our English Learners, low-income, and foster youth in the LEA show a need for academic support through multiple modalities and project-based learning as evidenced by the ELA and math CAASPP and local benchmark metrics noted above, including A-G and Career and Technical Education (CTE) pathway completion. In addition, these students suffer from high suspension and chronic absences as well as a lack of school connectedness. Based on a local needs assessment the district determined that English learners, low-income and foster youth students would benefit from instruction and class experiences</p>	\$564,198.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>that address multiple student learning modalities, utilize project-based learning integrated with technology, reflect real-world experiences, and provide connectedness to the school.</p> <p>To meet this need the LEA will employ a Project Based Learning TOSA and a ROP-CTE part-time counselor to develop and maintain (CTE) pathways, curriculum, and formative assessments with all ROP-CTE teachers. The staff's purpose is for students to meet and exceed grade-level standards and complete A-G requirements and CTE pathways on their path toward graduation. Career and technology education can provide students with what is needed to succeed in life: technical skills, academic skills, and employability skills. In addition, CTE helps students see how what they're learning applies to the needs of employers. CTE has been found to increase school connectedness, reduce behavioral problems related to suspensions and expulsions, and reduce dropout rates among all student groups, especially among students most at risk of dropping out.</p> <p>The LEA will continue to research and develop its CTE curriculum to include courses in which there is a high demand for employment after they graduate, allowing students to see the connection to the real world. The action has been expanded to include more agricultural pathway opportunities such as floral, research, and horticulture.</p> <p>The LEA will also develop a curriculum that develops students' problem-solving skills. The LEA will refine New Pedagogies for Deeper Learning (NPDL) Projects during the school year in grades 4-12 in order to ensure that students use technology in their projects. All of these classroom experiences will require students to utilize technology in order to solve real-world problems. Certified and classified staff will be trained in NPDL and Google suite in order to be able to help students integrate technology into their learning experiences and allow them to integrate into the 21st Century workforce.</p> <p>This action is designed to meet the need for academic support in core subjects for English Learners, low-income, and foster youth by</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>addressing students' multiple learning modalities through learning experiences that are relevant to students' lives, motivating them to complete educational pathways and feel connected to their school.</p> <p>We expect that the ELA and math CAASPP, local academic benchmarks, A-G completion, and CTE pathway completion indicators will improve for these students as will suspension and chronic absence rates because these actions are designed to address their multiple learning modalities and need for project-based learning connected to the real world; however because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		
1.11	Enrichment, CTE, STEAM.	<p>Our English Learners, low-income, and foster youth in the LEA show a need for academic support as evidenced by the ELA and math CAASPP and local benchmark metrics noted above, including A-G and CTE pathway completion. Based on a local needs assessment the district determined that English learners, low-income and foster youth students would benefit from instruction and class experiences that accelerate their learning or challenge them to take on rigorous course work.</p> <p>To meet this need the LEA will develop and maintain accelerated and enriching learning opportunities for students to meet and exceed grade-level standards and complete A-G requirements and CTE pathways on their path toward graduation.</p> <p>Additional staff/professional development. GPUSD will hire a TOSA to oversee project-based learning in this action. The TOSA would support teachers with curriculum, instruction, formative assessment, and PLC facilitation. If TOSAs are unavailable, GPUSD will contract with Fresno County-Brad Heubert--to provide Professional Development.</p>	\$550,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Opportunities provided include the following:</p> <p>(A) CTE and Agriculture pathways. CTE education can provide students with the needed academic skills to succeed in life: technical skills, academic skills, and employability skills. In addition, CTE helps students see how what they're learning applies to the needs of employers. CTE has been found to increase school connectedness, reduce behavioral problems related to suspensions and expulsions, and reduce dropout rates among all student groups, especially among students most at risk of dropping out. Method of instruction: students work in collaborative settings with instructors who facilitate project-based learning. Location: Middle school grades 7-8, and high school. This item directly supports EL, and FY students by providing relevance to the real world and the opportunity for valuable employment.</p> <p>(B) The Seal of Biliteracy: The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Method of instruction: Instructions employ English Language Development standards throughout instruction in integrated and designated English Language courses. Location: Elementary and Secondary. This item also directly supports EL, and FY students by enhancing opportunities for employment that requires bilingualism in Spanish. GPUSD pays costs associated with the Seal of Biliteracy</p> <p>(C) Honors & Advanced Placement Courses. AP courses give high school students an opportunity to do college-level coursework and are often taught in grades 10, 11, and 12. College admissions officers look for challenging courses—such as AP classes—on applications. In addition, many colleges grant credit and/or placement in advanced classes when a student earns a qualifying score on an AP Exam. AP courses help students build the academic skills they will need to succeed in college. Method of Instruction: Instructors employ strategies that focus on higher-level critical thinking skills such as analysis, evaluation, and synthesis, to provide students a rigorous educational experience that focuses more on problem-solving than Explicit Direct Instruction. Location: High School. This item directly</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>supports ELs and FY because GPUS pays all costs associated with testing and test administration.</p> <p>(D) Math I in 8th grade. In order to provide EL, LI, and FY students opportunities for acceleration in core academic subjects, all elementary schools will offer Algebra I in 8th grade and provide these students with an opportunity to enroll in advanced English, math, and science courses in high school. At this time, these students can take Math 1 at the high school on two days of the week. We expect all students will benefit from this action. Method of Instruction: Instructors employ strategies that focus on higher-level critical thinking skills such as analysis, evaluation, and synthesis, to provide students a rigorous educational experience that focuses more on problem-solving than Explicit Direct Instruction. Location: Middle School grades 6-8: High School. This item directly affects LI and FY because GPUSD pays all costs associated with transportation and/or distance learning.</p> <p>(E) Dual enrollment programs with West Hills College, Coalinga. Dual enrollment, which provides opportunities for high school students to take college courses and earn college credit, is an important way to expand educational opportunities, improve economic mobility, and meet California's workforce needs. Method of Instruction: College instructors employ strategies that focus on higher-level critical thinking skills such as analysis, evaluation, and synthesis, to provide students with a rigorous educational experience that focuses more on problem-solving than Explicit Direct Instruction. Location: High School. This item directly supports EL, LI, and FY because GPUSD pays any additional costs for materials.</p> <p>These actions and programs will promote increased student learning through opportunities that are relevant to students' lives, motivating them to challenge themselves through acceleration.</p> <p>This action was designed to meet the needs most associated with accelerated learning for LI and EL students. We expect that the ELA and math CAASPP, local academic benchmarks, A-G completion, and CTE pathway completion indicators will improve for these students;</p>		

Action #	Title	Description	Total Funds	Contributing
		however because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.		
1.12	Special Education	<p>GPUSD will provide staffing for Special Day Class (SDC) at Tranquility High School, mild to moderate students who are on a Certificate of Completion track that require Independent Living Skills.</p> <p>Refine and monitor the Adult transition program for students 18-22, who have graduated with a Certificate of Completion to maintain compliance with Special Education Law.</p> <p>The Special Education completion track provides Special Education students the opportunity to earn certification and develop life skills needed for job opportunities.</p> <p>Special education teachers will continue to participate in the SEAL professional development with teachers in grades 2-6.</p>	\$1,400,902.00	No
1.13	Teachers on Special Assignment .	<p>Our English Learners, low-income, and foster youth in the LEA show a need for academic support as evidenced by the ELA and math CAASPP and local benchmark metrics noted above, including A-G and CTE pathway completion. According to the district's past experience, these students benefit from well-trained teachers who can provide individual and small group instruction, and multiple formative assessments, provide reviews of student academic and socio-emotional progress, and guide regular teacher contact with parents and staff.</p> <p>To meet this need, GPUSD will hire 6-8 Teachers-on-Special-Assignment who have recognized knowledge and experience in Math (3), ELA (3), Science (1), and Project Based Learning (1). These teachers will train and guide district teachers to do the following: (A) provide direct instruction and English Learner strategies, so all students can attain rigorous CCSS and EI standards.</p>	\$619,168.10	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(B) provide individual and small group instruction, so students who struggle can attain standards through additional academic support. (C) provide guidance on how to create and implement multiple formative assessments, so students can use various modalities on a regular basis. (D)) provide reviews of student academic and socio-emotional progress, so students and parents can become active participants in student learning. (D) guidance for regular teacher contact with parents and staff, so everyone in the system knows how each and every student is progressing in academics or socio-emotional well-being.</p> <p>This action is designed to provide EL, LI, FY students with more experiences with a highly qualified teacher. Providing teachers on Special Assignment who can develop highly trained teachers for these students will allow for increased student learning in CORE subjects and English Language Development, which include A-G requirements, and also includes CTE programs; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p> <p>Action 13 is a new action that was added with the additional 15% supplemental and concentration funding.</p>		
1.14	Additional Instructional Aides	<p>Our English Learners, low-income, and foster youth in the LEA show a need for academic support as evidenced by the ELA and math CAASPP and local benchmark metrics noted above, including A-G and CTE pathway completion. According to the district's past experience, these students would benefit from well-trained instructional aides who can provide teachers support while they provide students additional academic support.</p> <p>To meet this need, GPUSD will hire 8 Instructional Aide positions at 5.75 hours The instructional aides would provide academic support to students who are meeting or exceeding standards in core subjects so that teachers can provide students who are below standards in core</p>	\$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>subjects with individual and small group instruction, multiple formative assessments, reviews of student academic and socio-emotional progress, and contact with parents and staff.</p> <p>This action is designed to provide EL, LI, and FY students who are below standards with more contact with a highly qualified teacher. Providing teachers with instructional aides will allow for increased student learning in CORE subjects, which include A-G requirements and CTE programs; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p> <p>Action 14 is a new action that was added with the additional 15% supplemental and concentration funding.</p>		
1.15	Maintain additional Instructors in agriculture and elementary music	<p>Our English Learners, low-income, and foster youth in the LEA show a need for additional academic support as evidenced by the ELA and math CAASPP and local benchmark metrics noted above, including A-G and CTE pathway completion. Based on a local needs assessment the district determined that English learners, low-income and foster youth students would benefit from additional instructors to provide instruction and class experiences that accelerate student learning through Project Based Learning. Such classes requested are agriculture and elementary music.</p> <p>To meet this need the LEA has hired an additional agriculture instructor. The additional agriculture teacher allows GPUUSD to offer both plant science and Animal Science. CTE education can provide students with what is needed to succeed in life: technical skills, academic skills, and employability skills. In addition, CTE helps students see how what they're learning applies to the needs of employers.</p> <p>The LEA will hire an elementary music teacher. Music education is an important aspect of providing children with a well-rounded education. When allowed to work in harmony with other</p>	\$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>subjects and areas of study, music helps children grow in self-esteem, build essential skills and prepare for bright futures. Enhanced language capabilities. Students who study music have larger vocabularies and enhanced reading comprehension skills because the area of the brain controlling both musical ability and language comprehension are more related than previously thought. Music education requires students to recognize and repeat the pitch, tone, or enunciation of words. Especially in young children, music directly benefits the ability to learn words, speak them correctly, and process the many new sounds they hear from others.</p> <p>This action is designed to meet the needs most relevant to EL, FY, LI students' lives, motivating them to challenge themselves through acceleration and enrichment such as music, which will promote increased student learning.</p> <p>We expect that the ELA and math CAASPP, local academic benchmarks, A-G completion, and CTE pathway completion indicators will improve for these students; however because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		
1.16	EL, LI, and FY Summer Enrichment	<p>Our English Learners, low-income, and foster youth in the LEA show a need for academic support as evidenced by the ELA and math CAASPP and local benchmark metrics noted above, including A-G and CTE pathway completion. The district found that these students who underperformed during the regular school year require remediation and acceleration in order to improve academic achievement on state tests. Based on a local needs assessment the district determined that English learners, low-income and foster youth students need instruction and class experiences that remediate and accelerate their learning during the summer.</p> <p>To meet this need the LEA will develop and maintain a 6-8 week summer program in partnership with a university education partner. The UC Merced program GEAR-Up provides opportunities to</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>accelerate students in mathematics. Students receive whole class and individualized math instruction in a university setting.</p> <p>The LEA will also provide an Ag project-based learning experience to remediate and accelerate students in agriculture during the summer. CTE education can provide students with what is needed to succeed in life: technical skills, academic skills, and employability skills. In addition, CTE helps students see how what they're learning applies to the needs of employers. CTE has been found to increase school connectedness, reduce behavioral problems related to suspensions and expulsions, and reduce dropout rates among all student groups, especially among students most at risk of dropping out. Method of instruction: students work in collaborative settings with instructors who facilitate project-based learning. Location: Middle school grades 7-8, and high school. This item directly supports EL, and FY students by providing relevance to the real world and the opportunity for valuable employment.</p> <p>These actions are designed to meet the needs most relevant to EL, FY, LI students' lives, motivating them to challenge themselves through acceleration which will promote increased student learning.</p> <p>We expect that math CAASPP, local academic benchmarks, A-G completion, and CTE pathway completion indicators will improve for these students; however because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		

Goal Analysis [2022-23]

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

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

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

1.1 Books, Supplies, Services & Capital Outlay

Implementation Status: 4 – Full Implementation

Golden Plains was able to provide board-approved Common Core State Standard (CCSS) and English Language Development (ELD) books and materials for grades K-12. Such materials include SEAL, ERWC, and NPDL for all students.

1.2 Literacy Support

Implementation Status: 3 – Initial Implementation/ 4 – Full Implementation

We were not able to get subs in order to provide professional development, release time, or send teachers to conferences. We were able to provide some teachers with the opportunity to attend conferences to learn the best practices for EL instruction including individual and small group instruction as well as how the district monitors EL progress. We were able to implement PLCs in order to improve writing across all content areas for English Learners and Special Education English Learners.

1.3 Monitor Student Formative and Summative Achievement.

Implementation Status: 5 – Full Implementation and Sustainability.

We were able to implement Panorama, an Early Warning System that quickly identifies students who are falling behind academically and/or social-emotionally, including homeless students.

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

1.4 Certificated and Classified Staff:

Implementation Status: 3 – Initial Implementation/ 4 – Full Implementation

We were not able to fill all open positions and had to use substitutes. No substantive difference in planned action compared to the actual implementation.

1.5 Lower Class Size

Implementation Status: 4 – Full Implementation

The LEA was able to maintain staffing for lower class sizes at the 4-8 grade levels and those 9-12 departments (English Language Arts, English Language Development, and Mathematics) in which multiple "formative assessments" are needed to facilitate increased language and literacy across all content areas. We were not able to fill all open positions and had to use substitutes.

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

1.6 Recruiting and Retaining Highly Qualified Staff

Implementation Status: 3 – Initial Implementation/ 4 – Full Implementation

We were not able to fill all open positions and had to use substitutes. We attended recruiting fairs to recruit and retain highly qualified teachers.

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

1.7 English Learner Program

Implementation Status: 4 – Full Implementation

GPUSD was able to implement Sobrato Early Academic Language (SEAL) for grades TK-6 to help prevent English Learners from becoming Long-Term English Learners. In grades 7-12, teachers provided designated ELD, enrichment field trips aligned to SEAL and ERWC units, professional development for teachers was offered, and there was a designated person at each site within the LEA to monitor English learners' progress.

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

1.8 MTSS

Implementation Status: 4 – Full Implementation

The LEA was able to provide supplemental curriculum, materials, and supplies for these programs. The LEA continues to implement and refine the Multi-Tiered System of Support (MTSS).

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

1.9 ELPAC Training

Implementation Status: 5 – Full Implementation and Sustainability

The LEA was able to provide ELPAC training for all TK-12 certificated teachers, TK-12 paraprofessionals, and site and district administrators to increase English Learner Progress Indicator.

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

1.10 21st Century Skills, Google & Technology Integration

Implementation Status: 5 – Full Implementation and Sustainability

The LEA developed and maintained (CTE) pathways for students to meet and exceed grade-level standards and complete A-G requirements and CTE pathways on their path toward graduation. The LEA worked on and will continue to refine New Pedagogies for Deeper Learning (NPDL) Projects during the school year in grades 4-12. No substantive difference in planned action compared to the actual implementation.

1.11 Enrichment, CTE, STEAM

Implementation Status: 4 – Full Implementation

The LEA developed accelerated and enriching learning opportunities for students to meet and exceed grade-level standards and complete A-G requirements and CTE pathways on their path toward graduation. A STEAM TOSA was hired to support enrichment and ensure students have access to high-quality honors, dual enrollment, and other CTE pathways and opportunities.

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

1.12 Special Education

Implementation Status: 5 – Full Implementation and Sustainability

The Special Education completion track provided Special Education students the opportunity to earn certification and develop life skills needed for job opportunities.

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

1.13 Teachers on Special Assignment

Implementation Status: 3 – Initial Implementation

Because of the difficulties in hiring, we were able only to hire 3 TOSAs. TOSAs were able to support the work of providing guidance for regular teacher contact with parents and staff, so everyone in the system knows how each and every student is progressing in academics or socio-emotional well-being.

1.14 Additional Instructional Aides

Implementation Status: 4 – Full Implementation

We were able to hire 6 additional instructional aides. The instructional aides were able to provide academic support to students who were meeting or exceeding standards in core subjects so that the teachers could provide students who were below standards additional support in core subjects.

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

1.15 Additional Instructors in agriculture and music

Implementation Status: 3 – Initial Implementation

We were able to hire the AG teacher but were not able to hire the music teacher.

Overall Successes: Golden Plain's focus continues to be on students' growth and achievement in English Language Arts and Mathematics and the number of English Learners attaining English Language Proficiency. Golden Plains provided curriculum and professional development as well as increasing the amount of TOSAs and additional instructional aides we were able to hire to support teachers and students.

Overall Challenges: Golden Plains is a rural district. We have faced significant challenges in attracting and retaining teachers and preexisting teacher shortages in critical areas such as special education; bilingual education; science, technology, engineering, and math; career and technical education; and music education.

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

- 1.1 Books, Supplies, Services & Capital Outlay. (No material difference).
- 1.2 Literacy Support. (Budgeted: \$900,000; Estimated Actual: \$976,662.88). It was determined that GPUSD spent more on the actions in order to promote student achievement.
- 1.3 Monitor Student Formative and Summative Achievement. (No material difference).
- 1.4 Certificated and Classified Staff. (No material difference).
- 1.5 Lower Class Size. (Budgeted: \$900,000; Estimated Actual: \$952,978). GPUSD provided raises of 5% (2021-2022), 5.05% (2022-2023), and an additional \$2,000 (2022-2023). It was determined that GPUSD spent more on the actions in order to promote student achievement.
- 1.6 Recruiting and Retaining Highly Qualified Staff. (No material difference).
- 1.7 English Learner Program. (No material difference).
- 1.8 MTSS. (No material difference).
- 1.9 ELPAC Training. (No material difference).
- 1.10 21st Century Skills, Google & Technology Integration. (No material difference).
- 1.11 Enrichment, CTE, STEAM. (No material difference).
- 1.12 Special Education. (No material difference).
- 1.13 Teachers on Special Assignment. (Budgeted: \$400,000; Estimated Actual: \$0). Raises did not affect the salary schedule until after the April board meeting, so we were not able to hire TOSAs for this year. However, 4 have been hired for next year.
- 1.14 Additional Instructional Aides. (Budgeted: \$185,000; Estimated Actual: \$26,855) These costs should rise when raises go into effect in June.
- 1.15 Additional Instructors in Agriculture and Music. (Budgeted: \$200,000; Estimated Actual: \$0). Raises did not affect the salary schedule until after the April board meeting, so we were not able to hire a music teacher for this year. Adjustments will be made because the ag teacher was hired.

An explanation of how effective the specific actions were 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.

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

1.1 Books, Supplies, Services & Capital Outlay

Effectiveness of Action(s): 3 –Effective

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

Analysis Statement: Implementation of Standards: 4.2 out of 5 (2022 Dashboard).

1.2 Literacy Support, 1.3 Monitor Student Formative and Summative Achievement, 1.5 Lower Class Size, 1.6 Recruiting and Retaining Highly Qualified Staff

Effectiveness of Action(s):

Metric(s): CAASPP and local ELA benchmark scores

Analysis Statement: The LEA continues to provide supplies, services, and capital outlay. Such services include but are not limited to one academic field trip for each grade, including a 6th-grade science camp. Capital outlay includes academic and athletic equipment to increase student participation in academics and athletics.

1.4 Certificated and Classified Staff

Effectiveness of Action(s): 3--Effective

Metric(s): Highly Qualified Teachers. 63 of 75 or 84%. No teachers taught outside teacher competence

Analysis Statement: We were not able to fill all open positions and had to use substitute teachers.

1.7 English Learner Program. 1.9 ELPAC Training.

Effectiveness of Action(s): 3 –Effective

Metric(s): English Learner Progress (K-12) 34.6% of students making progress toward language proficiency. (Dashboard 2022). There was a 14% increase in the number of students making progress toward language proficiency.

Analysis Statement: GPUSD provided SEAL and was able to implement additional EL strategies and supports within ERWC and in all core classrooms. Professional development was provided on strategies to support English learners. Having students back in person allowed for more target support and individualized opportunities to support ELs in making progress toward language proficiency.

1.8 MTSS

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): CAASPP, local academic benchmarks, suspension, and chronic absenteeism. All English Language Arts/Literacy Standard Met: 17.23 %, Low Income, Standard Met: 16.47%, English Learners, Standard Met: 6.63%. In ELA we saw a very slight decline in all subgroups. SBAC Mathematics: 12.17%, English Learners Standard Met: 5.1%, Low Income: Standard Met: 12.36%. In Math, we saw an increase in scores for all students and low-income students but saw a decline in math CAASPP scores for our English Learners.

Chronic Absenteeism

All Students: 61.5%

Low Income: 62.2%

English Learners: 56.4%

Foster Youth: N/A

Data Year: 2021-2022

Data Source: DataQuest

There is an increase in chronic Absenteeism for all student groups from the Year 1 outcome to the Year 2 outcome.

Suspension Rate:
All Students: 4.3%
Low Income: 4.4%
English Learners: 4.2%
Foster Youth: NA
Data Year: 2021-2022
Data Source: DataQuest

There is an increase in chronic Absenteeism for all student groups from the Year 1 outcome to the Year 2 outcome.

Analysis Statement: While we saw an increase in suspension rate our overall rates for all subgroups remain lower than our suspension rates pre-pandemic. This is due to the increase in PBIS and SEL supports that we have provided to our students and staff as they have returned back to school. Chronic absenteeism continues to be an issue post-pandemic for GPUSD as well as the rest of the state. We will continue to provide additional support to ensure families and students are aware of the importance of attending school regularly.

1.10 21st Century Skills, Google & Technology Integration, 1.11 Enrichment, CTE, STEAM, 1.13 Teachers on Special Assignment, 1.14 Additional Instructional Aides, 1.15 Additional Instructors in Agriculture and Music

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): A-G completion, and CTE pathway - All Students A-G Met: 53.6%, Low-Income A-G Met: 50.0%, English Learners A-G Met: 0.9%. There was growth for all students and low-income students in the A-G completion rates. There was a decline in the A-G percentage for English Learners. CTE Pathway Total Completers: 19.4%. This increased from 36 students to 307 students.

Analysis Statement: There has been a deliberate focus by counselors and GEAR Up has helped communicate to parents and students the importance of A-G completion. Additional opportunities in Ag, Art, STEAM, and CTE provided students with additional A-G course offerings for students to access. TOSA and additional instructional aides supported low-income students and teachers within their classrooms to make sure they were successful and could pass their A-G courses. Additional CTE offerings and communication to parents have supported the increase in students accessing and completing CTE pathways.

1.12 Special Education

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): Number of SPED students who earn certification.

Analysis Statement: The Special Education completion track provides Special Education students the opportunity to earn certification and develop life skills needed for job opportunities.

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

GPUSD will implement honors classes at junior high and high school to provide academic rigor and challenges to students who excel. A greater effort will be made to recruit and hire TOSAs, instructional aides, and an elementary music teacher. In addition, two EL TOSAs and

a psychologist may be added. We also added a metric to Goal 1 Action 12: the number of 12th-grade SPED students who completed certification. Action 1.7 increased \$500,000 in order to improve the EL program. Action 1.8 increased \$200,000 in order to support students' SE with a psychologist. Action 1.11 increased \$200,000 in order to improve Project Based Learning. Based on Feedback from the DELAC & Superintendent, a new action was added. Action 1.16: EL, LI, and FY Summer Enrichment.

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

Goals and Actions

Goal

Goal #	Description
2	Increase positive school climate with all education partners

An explanation of why the LEA has developed this goal.

Attendance and Suspension rates are effective indicators of why students struggle academically. Students who are not present in class do not get access to the actions and services the district provides. For that reason, the district will provide actions and services to increase student attendance and lower student suspension. Such services include monitoring absences and providing counseling and incentives. Other services include training staff in alternatives to suspension. In addition, maintaining facilities instills pride in students and the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Attendance Rate	Attendance Rate 2019-2020 92.92% (ADA reported to state)	Attendance Rate All Students: 90.8% Low Income: 90.66% English Learners: 91.1% Foster Youth: 87.16% Data Year: 2020-2021 Data Source: DataQuest	Attendance Rate All Students: 76% Low Income: 75% English Learners: 76% Foster Youth: * no data available% Data Year: 2021-2022 Data Source: DataQuest		Increase attendance rate by 1% annually..
2. Chronic Absenteeism	Chronic Absenteeism 2018-2019 17.7 (DataQuest 2019)	Chronic Absenteeism All Students: 28.1% Low Income: 29.2% English Learners: 28% Foster Youth:58.8% Data Year: 2020-2021	Chronic Absenteeism All Students: 61.5% Low Income: 62.2% English Learners: 56.4% Foster Youth:N/A Data Year: 2021-2022		Decrease Chronic absenteeism by 3% annually. Low Income: Decrease by 3% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: DataQuest	Data Source: DataQuest		English Learners: Decrease by 3% annually. Foster Youth:N/A Data Year: 2022-23 Data Source: DataQuest
3. Suspension Rate	Suspension Rate 2019-2020 5.6% (DataQuest 2020)	Suspension Rate: All Students: .6% Low Income: .7% English Learners: .7% Foster Youth: 0 Data Year: 2020-2021 Data Source: DataQuest	Suspension Rate: All Students: 4.3% Low Income: 4.4% English Learners: 4.2% Foster Youth: NA Data Year: 2021-2022 Data Source: DataQuest		Suspension Rate: All Students: Decrease suspension rate by 1% annually. Low Income: Decrease suspension rate by 1% annually. English Learners: Decrease suspension rate by 1% annually. Foster Youth: NA Data Year: 2022-23 Data Source: DataQuest
4. Middle School Dropout Rate	Middle School Dropout Rate 2019-2020: 0%. (CALPADS 2019-2020)	2020-2021: 0 Data Source: District Records	2021-2022: 0% Data Source: District Records		Maintain Middle School dropout rate at 0%
5. High School Dropout Rate	High School Drop out Rate 2019-2020 - 7.1%. (DataQuest 2020)	High School Drop Out Rate: All Students: 6.8% English Learners: 13.5%	High School Drop Out Rate: All Students: 12.6% English Learners: 22.6%		Maintain 7.1% or less Dropout Rate for all subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Homeless/Foster Youth: 0 Low Income: 3.2% Data Year: 2020-2021 Data Source: DataQuest 2021)	Homeless/Foster Youth: 0% Low Income: 11.9% Data Year:2021-2022 Data Source: DataQuest		
6. Expulsion Rate	Expulsion Rate 2019 - 2020 0.06% (DataQuest 2020)	Expulsion Rate: All Students: 0 Low Income: 0 English Learners: 0 Foster Youth: 0 Data Year: 2020-2021 Data Source: District Records	Expulsion Rate: All Students: 0 Low Income: 0 English Learners: 0 Foster Youth: 0 Data Year:2021-2022 Data Source: District Records		0%
7. Sense of Safety & School Connectedness	2018-2019 Local Climate Survey (WE Survey) Rigor:93% Relevance: 88% Relationships: 77% WE Survey will be discontinued.	Discontinued	Discontinued		WI Survey will be discontinued
8. Sense of Safety & School Connectedness	Baseline will be established in the 2021-2022 school year for the California Healthy Kids Survey	California Healthy Kids Survey HIGH SCHOOL SUPPORTS AND ENGAGEMENT School Connectedness: 48%	California Healthy Kids Survey HIGH SCHOOL SUPPORTS AND ENGAGEMENT		District schools will increase 3% for each indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Academic Motivation: 67% Two or fewer Absences per month: 76% Caring Adult Relationships: 54% High Expectations: 67% Meaningful Participation: 17% Perceived School Safety: 40% LOW VIOLENCE Low violence Victimization: 85% No Harassment: 84% No Mean Rumors: 80% No Fear of Getting Beat Up: 90% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement: 38% No Substance Use at School: 99% Facilities Upkeep: 29% MIDDLE SCHOOL	School Connectedness: 48.3% Academic Motivation: 67% Two or fewer Absences per month: 79.6% Caring Adult Relationships: 52.3% High Expectations: 66.6% Meaningful Participation: 23% Perceived School Safety: 54.6% LOW VIOLENCE Low violence Victimization: 84.6% No Harassment: 84% No Mean Rumors: 73.3% No Fear of Getting Beat Up: 90.6% OTHER SCHOOL CLIMATE INDICATORS Promotion of Parental Involvement: 42.6% No Substance Use at School: 97.3% Facilities Upkeep: 34%		

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>ELEMENTARY SCHOOLS Too few students in grade 5 responded for inclusion</p> <p>Data Year: 2021-2022</p>	<p>No Substance Use at School: 88% Facilities Upkeep: 29%</p> <p>ELEMENTARY SCHOOLS Too few students in grade 5 responded for inclusion</p> <p>Data Source: local survey Data Year: 22-23</p>		
9. Sense of Safety & School Connectedness Teachers & Parents	N/A New 23-24 LCAP	N/A New 23-24 LCAP	<p>Parents: 57% School Connectedness: “Averaged of Parental Involvement Scale questions Strongly Agree and Agree) School Safety: 67%</p> <p>Teachers School Connectedness: 77% School Safety: 80%</p> <p>Data Source: local survey Data Year: 22-23</p>		<p>Parents: Sense of Connectedness: NA Sense of Safety: NA</p> <p>Teachers: Sense of Connectedness: NA Sense of Safety: NA</p> <p>Data Source: local Survey Data Year: 22-24</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Chronic Absence Programs and Incentives	<p>Our low Income and Foster Youth students show a need for attendance support as evidenced by the above chronic absenteeism metric. These students are some of the lowest-performing in the LEA on the ELA and math CAASPP and local assessments. Based on a local needs assessment, the low-income and foster youth students and their families would benefit from an effort to educate them on the benefits of good attendance as well as the incentives for good and improved attendance.</p> <p>To meet this need the LEA will reassign staff to a district attendance coordinate to maintain site-level attendance committees. The LEA will use MTSS at each site and district to regularly review school attendance rates to inform parents of tardy or absent students. School site attendance committees will follow the district School Attendance Review Board policies to provide students with Tier 1 interventions such as creating a positive school climate in which students feel safe and welcome. Tier 2 and 3 interventions include a root cause analysis to determine reasons for student absences and create action plans to reduce truancy levels, especially among Homeless/Foster Youth.</p> <p>The LEA will provide support staff, materials, and supplies, in order to educate students and families about the benefits of good attendance. Each site will use attendance incentives to increase attendance rates. The LEA will continue to contract with FCOE and Truancy Intervention Program (TIP). The TIP officer conducts home visits and provides information to parents about the benefits of good attendance and the consequences of poor attendance.</p> <p>This action is designed to promote EL, LI, and FY low student attendance and high chronic absence rates. These student groups who are absent due to suspensions and/or social-emotional issues do not do well on state assessments for achievement. The district attendance coordinator will monitor counselors to ensure that counselors focus on meeting these students' needs by guiding them to</p>	\$69,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>become active participants in their education. EL, LI, and FY students are taught to set goals and how to build positive habits.</p> <p>We expect that the suspension and chronic absentee rate will improve for LI, EL, and FY students; however because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		
2.2	Additional CTE Technology and Supplemental Material	<p>Our English Learners, Low Income and Foster Youth students show a need for attendance support as evidenced by the above chronic absenteeism metric. These students are some of the lowest-performing in the LEA on the ELA and math CAASPP and local assessments. Based on a local needs assessment the district determined that these students would benefit from instruction and class experiences that address multiple student learning modalities, utilize project-based learning integrated with technology, reflect real-world experiences, and provide connectedness to the school.</p> <p>To meet this need the LEA will purchase additional equipment and materials to equip high school classrooms to facilitate Career and Technical Education (CTE) for these students. CTE can provide students with what is needed to succeed in life: technical skills, academic skills, and employability skills. In addition, CTE helps students see how what they're learning applies to the needs of employers. CTE has been found to increase school connectedness, reduce behavioral problems related to suspensions and expulsions, and reduce dropout rates among all student groups, especially among students most at risk of dropping out.</p> <p>This action is designed to meet the need for attendance support by addressing EL, LI, and FY students' multiple learning modalities through learning experiences that are relevant to students' lives, motivating them to complete educational pathways and feel connected to their school; however because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Counselors for elementary schools and RDR.	<p>Our English Learners, low-income, and foster youth in the LEA show a need for increased socio-emotional support as demonstrated on state and local assessments as evidenced by the ELA CAASPP and local benchmark metrics noted above including suspension and chronic absenteeism. Based on a local needs assessment the district determined that English learners, low-income and foster youth students in grades K-8 and the continuation school would benefit from enhanced socio-emotional stability made possible by counselors who are educated and trained to provide socio-emotional support.</p> <p>To meet this need the the LEA will continue to provide certificated school counselors to monitor student academic and social progress for Helm/RDR, Cantua, Tranquility, and San Joaquin Elementary. Counselors will use the new Panorama program as well as local, state, and formative assessment data to monitor student achievement and graduation levels and guide students toward College, Career, and Civic Life in grades TK-8 and RDR.</p> <p>Counselors will provide guidance to students at Rio Del Rey, the GPUSD continuation school. Through setting goals and identifying college and career paths, students at RDR can either graduate with a diploma or return to Tranquility High School.</p> <p>Counselors will also provide social-emotional support to students by connecting students and parents to a vast array of additional counseling services such as All4Youth and suicide prevention. The purpose is to establish and develop a sense of connectedness among students.</p> <p>This action is designed to support socio-emotional stability for our English Learners, low income, and foster youth students. Students who are absent due to suspensions and/or social-emotional issues do not do well on state assessments for achievement. Counselors will focus on meeting student needs by guiding them to become active participants in their education. Students are taught to set goals and how to build positive habits.</p>	\$315,226.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>We expect that the CAASPP, local academic benchmarks, suspension, and chronic absenteeism indicators will improve for these students because these actions are designed to meet their socio-emotional needs; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		
2.4	Enrichment Activities	<p>Our English Learners, low-income, and foster youth in the LEA show a need for increased socio-emotional support as demonstrated on state and local assessments as evidenced by the ELA CAASPP and local benchmark metrics noted above including suspension and chronic absenteeism. Based on a local needs assessment, the district through experience has determined that English learners, low-income and foster youth students would benefit from more opportunities to participate in enrichment activities. Enrichment activities provide an incentive to attend school and build school connectedness.</p> <p>To meet this need the LEA provides enrichment activities such as music, art, drama, athletics, as well as extra-curricular activities. Other activities include student-produced music, art, and newspapers or journals. \$200,000 in additional funds was added because we found this action was and still is underfunded.</p> <p>This action is designed to support socio-emotional stability for our English Learners, low-income and foster youth students. Based on local input and data, students who participate in enrichment activities feel connected to the school as they participate or attend theater and music performances or athletic events. Input from parents and students during LCAP presentations indicates that the activities seen at Cantua Elementary should be done on other school sites. As a result, GPUSD will provide these services.</p> <p>We expect that the ELA and math CAASPP, local academic benchmarks, as well as chronic absenteeism and suspension rates, will improve for these students; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>	\$408,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Positive School Climate & Campus Monitors.	<p>Our English Learners, low-income, and foster youth in the LEA show a need for increased socio-emotional support as demonstrated by high suspension and chronic absenteeism on the above metrics. Based on a local needs assessment, the district determined that English learners, low-income and foster youth students would benefit from a safe and inviting school environment and strong school connectedness.</p> <p>To meet this need, the LEA will provide Positive Behavior Intervention System (PBIS) Training for all campus supervisors and non-instructional yard monitors. GPUSD will provide updated student handbooks and safety manuals that reflect the principles in PBIS. This action supports LI, FY, and EL because the school personnel will learn to understand the circumstances and mentality of EL students living in poverty. PBIS is a behavior program that develops students' academic skills such as goal setting and reflection. As a result, GPUSD will guide students to make better choices for their present and future. GPUSD will reinforce positive behavior with praise and incentives.</p> <p>In addition, In order to maintain a safe and positive school climate, the LEA will retain two campus monitor positions at THS. We will also retain five non-instructional/yard duty aides for K-8 and continuation high schools. GPUSD will provide staff who can build meaningful relationships that help students feel successful. Monitors check-in with students regarding attendance, suspensions, and other behavioral risk indicators on a regular basis. This information is communicated to students, and appropriate actions are taken to help them improve their performance if necessary.</p> <p>The district will provide an administrator to work with site administration and staff to support community-oriented communications with parents, students, and staff. The administrator will also work with the counseling staff to support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities.</p>	\$530,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action is designed to support socio-emotional stability for our English Learners, low-income and foster youth students. Students who participate in enrichment activities feel connected to the school as they participate in or attend theater and music performances or athletic events. The LEA will create a sense of safety among students and lower the suspension rate because staff will be trained to be proactive rather than reactive.</p> <p>We expect that the suspension and chronic absenteeism indicators will improve for EL, LI, and FY students because these actions are designed to meet their socio-emotional needs; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		
2.6	Social Emotional and Behavioral Support	<p>EL, LI, and FY students have some of the highest suspension and chronic absence rates, reflecting the need for a sense of school connectedness.</p> <p>Counseling will be required to initiate the following supports. To meet this need the LEA will continue to provide professional development and support for Positive Behavior Intervention Supports (PBIS) within the MTSS program. The LEA will refine Safe School Ambassadors Program at K-8 elementary schools.</p> <p>The LEA will refine Safe School Ambassadors Program at K-8 elementary schools.</p> <p>Second Step will be used for implementing anti-bullying training for staff, students, and parents.</p> <p>These programs will build a sense of school connectedness within our unduplicated students.</p> <p>These programs will build a sense of school connectedness within all students.</p>	\$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
		An administrator will implement a monitoring device to track student progress and require counselors to report bi-weekly on student progress and supports initiated.		
2.7	Transportation home to school.	District will continue to provide home to school transportation within the transportation boundaries for students to school related events.	\$1,304,403.00	No
2.8	District Attendance/Foster Youth/Homeless Liaison Supports	<p>Our Foster Youth students show a need for attendance support as evidenced by the above chronic absenteeism metric. Based on a local needs assessment, the low-income and foster youth students and their families would benefit from more individualized attendance support.</p> <p>To meet this need the LEA will provide a district Liaison to support our Foster Youth who have attendance issues. Beginning with the 2021-2022 school year, additional responsibilities will be added to the attendance/foster youth homeless district liaison position. If the additional responsibilities prove too difficult for the DL, then GPUSD will determine if additional personnel must be hired or reassigned to these responsibilities.</p> <p>An administrator will implement a monitoring device to track student progress and require liaison to report bi-weekly on student progress and supports initiated.</p> <p>The District Liaison (DL) will meet with site attendance committees and document weekly. The DL will conduct district-wide meetings (Present findings--Board Meetings) The DL will monitor whether school sites are providing interventions. (Tier 1: Immediate letters and calls, documentation; Tier 2: Home visits TIP Officer; Tier 3: SART & SARB hearings)</p>	\$99,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>In addition to the above, the DL will hold monthly meetings with the superintendent and site administration, using Panorama, the SEL monitoring program, to determine the academic, attendance, and SEL needs of EL, FY, and LI students. This is a meeting specifically for these students. As a result, site admin and the DL work hold EL, FY, and LI parent meetings to educate parents and students on good attendance.</p> <p>These actions and programs will promote Foster Youth attendance and lower their chronic absence rates.</p> <p>We expect that the chronic absentee rate will improve for these students; however, because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		

Goal Analysis [2022-23]

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

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

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 Two supported the progress toward meeting the goal, "Increase positive school climate with all education partners."

2.1 Chronic Absence Programs and Incentives

Implementation Status: 3 – Initial Implementation

We were able fully to implement the staffing needed to use MTSS at each site. We are still in the process of implementing the monitoring and follow-up process to support attendance.

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

2.2 Additional CTE Technology and Supplemental Material

Implementation Status: 3 – Initial Implementation

The LEA did provide additional equipment and materials to equip high school classrooms to facilitate Career and Technical Education (CTE). Facilities are still in the process of providing optimal learning environments and opportunities for students in CTE pathways. Teachers did address EL, LI, and FY students' multiple learning modalities through learning experiences that are relevant to students' lives. No substantive difference in planned action compared to the actual implementation.

2.3 Counselors for elementary schools and RDR.

Implementation Status: 3 – Initial Implementation

Counselors provided guidance to students at Rio Del Rey, the GPUSD continuation school. Monitoring and setting goals with students is an ongoing process and systems are still being developed to ensure each counselor has the tools they need to provide these supports. and Counselors are identifying college and career paths, students at RDR can either graduate with a diploma or return to Tranquility High School. No substantive difference in planned action compared to the actual implementation.

2.4 Enrichment Activities

Implementation Status: 3 – Initial Implementation

We could not hire music or drama teacher at the high school or elementary level. The high school did hire a music teacher in March. We were able to expand and implement elementary physical education and athletics.

2.5 Positive School Climate/Campus Monitors.

Implementation Status: 3 – Initial Implementation/ 4 – Full Implementation

GPUSD was able to provide staff who can build meaningful relationships that help students feel successful. There was a limited amount of training we could send support staff to due to lack of time and subs.

2.6 Social Emotional and Behavioral Support

Implementation Status: 3 – Initial Implementation

We continue to provide professional development and support for Positive Behavior Intervention Supports. No substantive difference in planned action compared to the actual implementation.

2.7 Transportation Home to School

Implementation Status: 5 – Full Implementation and Sustainability

The district continues to provide home-to-school transportation within the transportation boundaries for students to school-related events. No substantive difference in planned action compared to the actual implementation.

2.8 District Attendance/Foster Youth/Homeless Liaison Supports

Implementation Status: 4 – Full Implementation

The District Liaison (DL) met with site attendance committees and document weekly information. No substantive difference in planned action compared to the actual implementation.

Overall Successes: GPUSD was able to provide overall SEL for students to promote and provide an increased sense of school community through PBIS systems, incentives, monitoring, and enrichment opportunities.

Overall Challenges: Golden Plains is a rural district. We have faced significant challenges in attracting and retaining teachers, and preexisting teacher shortages in critical areas such as special education; bilingual education; science, technology, engineering, and math; career and technical education; and music education.

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

- 2.1 Chronic Absence Programs and Incentives. (No material difference).
- 2.2 Additional CTE Technology and Supplemental Material. (No material difference).
- 2.3 Counselors for elementary schools and RDR. (No material difference).
- 2.4 Enrichment Activities. (No material difference).
- 2.5 Positive School Climate/Campus Monitors. (Budgeted: \$260,000; Estimated Actual: \$387,222.95). Costs will adjust; steep raises affected staff.
- 2.6 Social Emotional and Behavioral Support. (No material difference).
- 2.7 Transportation Home to School. (No material difference).
- 2.8 District Attendance/Foster Youth/Homeless Liaison Supports. (Budgeted: \$50,000; Estimated Actual: \$72,518.77). Costs will adjust; steep raises affected all staff.

An explanation of how effective the specific actions were 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.

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

2.1 Chronic Absence Programs and Incentives, 2.3 Counselors for elementary schools and RDR, 2.5 Positive School Climate/Campus Monitors, 2.6 Social Emotional and Behavioral Support, 2.7 Transportation Home to School, 2.8 District Attendance/Foster Youth/Homeless Liaison Supports

Metric(s): suspension and chronic absentee rate

Effectiveness of Action(s): 2 – Somewhat Effective

Chronic Absenteeism

All Students: 61.5%
Low Income: 62.2%
English Learners: 56.4%
Foster Youth: N/A
Data Year: 2021-2022
Data Source: DataQuest

There is an increase in chronic Absenteeism for all student groups from the Year 1 outcome to the Year 2 outcome.

Suspension Rate:
All Students: 4.3%
Low Income: 4.4%
English Learners: 4.2%
Foster Youth: NA
Data Year: 2021-2022
Data Source: DataQuest

There is an increase in chronic Absenteeism for all student groups from the Year 1 outcome to the Year 2 outcome.

Analysis Statement: While we saw an increase in suspension rate our overall rates for all subgroups remain lower than our suspension rates pre-pandemic. This is due to the increase in PBIS and SEL supports that we have provided to our students and staff as they have returned back to school. Chronic absenteeism continues to be an issue post-pandemic for GPUSD as well as the rest of the state. We will continue to provide additional support to ensure families and students are aware of the importance of attending school regularly.

2.2 Additional CTE Technology and Supplemental Material, 2.4 Enrichment Activities

Effectiveness of Action(s):

Metric(s): ELA and math CAASPP and local assessments. Attendance Rate

All English Language Arts/Literacy Standard Met: 17.23 %, Low Income, Standard Met: 16.47%, English Learners, Standard Met: 6.63%. In ELA we saw a very slight decline in all subgroups. SBAC Mathematics: 12.17%, English Learners Standard Met: 5.1%, Low Income: Standard Met: 12.36%. In Math, we saw an increase in scores for all students and low-income students but saw a decline in math CAASPP scores for our English Learners

Analysis Statement: Local data shows that have shown that when students are engaged in these opportunities they have an increased sense of school connectedness, reduce behavioral problems related to suspensions and expulsions, and reduce dropout rates among all student groups, especially among students most at risk of dropping out.

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

No changes were made. Input from education partners reflected some of the same requests made in previous years. Administrators will be required to monitor specific actions to ensure they are implemented: 2.4 Enrichment: \$200,000 was added because the action proved to be underfunded for its purpose. 2.6 SEL support. Counselors will be required to provide support. An administrator will implement a monitoring device to track student progress and require counselors to report bi-weekly on student progress and supports initiated.). 2.5 includes a resource officer; however, the resource officer was paid through a state/federal grant. 2.8 District liaison. An administrator will implement a monitoring device to track student progress and require a liaison to report bi-weekly on student progress and supports initiated.

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

Goals and Actions

Goal

Goal #	Description
3	Increase education partner involvement with school, district, and community. Plan and implement more parent educational opportunities.

An explanation of why the LEA has developed this goal.

Golden Plains has established and maintained School Site Councils and English Learner Advisory Committees at both the site and district level in order to provide education partners information about the services, actions, and funds, used to promote the academic and linguistic achievement of their children; inform them about the actions, services, and funds used to academically engage their children by lowering the chronic absence and suspension rate; inform them about how they can become educated to help themselves and their children to enjoy a healthy and fiscally stable life as well as how a safe and attractive school site is maintained and enhanced. Parent and community engagement is critical to strong school culture. At SSC and ELAC meetings, education partners can also provide input regarding the success and challenges the district faces.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Back-to-School Night: 32% % of parents to children 2018-2019 Local Data	Back-to-School Night: 32% % of parents to children 2018-2019 Local Data	Back-to-School Night: 50% % of parents to children 2022-2023 Local Data		Open House: Increase 2% annually. 2023-2024 Local Data
Number of Parent Programs offered	Number of Parent Programs offered. 2018-2019 Project 2inspire, ELS, GED, Citizenship, and computer classes.	Number of Parent Programs offered Career Ladder (1 course) English Language Development (3 courses) Building Construction (3 courses) Data Year: 2022 Data Source: GPUSD Adult Education Services, 2022	Number of Parent Programs offered Career Ladder: 1 English Language Development: 0 Building Construction: 0 Ag Industrial Mechanics: 1 Forklift Training: 1 (8 students) Residential Electrical: 0 Truck Driver: 1 Data Year: 2023 Data Source: GPUSD Adult Education Services, 2023		Maintain 5 programs Data Year: 2024 Data Source: GPUSD Adult Education Services, 2024
Number of parents participating in programs	Number of parents participating 2020-2021: 30 Parent program participation = Adult	Number of parents participating: Pending Parent program participation: Career Ladder: 14	Number of parents participating: Pending Parent program participation: Career Ladder: 5		Number of parents participating: 35 Data Source: GPUSD Adult Education Services, 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	classes (ELS, GED, Citizenship, Computer (30). Project 2INSPIRE.0	English Language Development: 10 Building Construction: 30 Data Source: GPUUSD Adult Education Services, 2022	English Language Development: 0 Building Construction: 0 Ag Industrial Mechanics: 0 Forklift Training: 8 Residential Electrical: 0 Truck Driving: 7 Data Source: GPUUSD Adult Education Services, 2023		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Translators	<p>In 2019, the last year for this metric, Parent Engagement in the LEA scored 4 out of 5 as evidenced by metric 1, which is full implementation. Based on GPUUSD's student records, many parents in GPUUSD do not speak English and have difficulty communicating with English Only staff. Through past experience, GPUUSD has determined a need to provide translator services for parents.</p> <p>To meet this need for translators, GPUUSD will continue to provide interpreter and translator services for district-wide activities, school functions, and parent meetings. Readily available translators allow parents to participate in their child's school events.</p> <p>GPUUSD will continue to train and certify school site and district interpreters and translators through FCOE or other agencies.</p>	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>GPUSD will monitor the process for a designated list of qualified interpreters and translators for school sites and the district. Readily available translators allow parents to understand their child's experiences at school, progress toward academic standards, and the policies for attendance and a positive school environment.</p>		
3.2	Parent Communication.	<p>In 2022, Parent Engagement in the LEA scored 8 out of 10 as evidenced by metric 1, which is full implementation. Based on a local needs assessment, the LEA determined that English learners, low-income, and foster youth benefit from improved parent communication and school connectedness.</p> <p>To meet this need, the LEA will maintain communication mediums such as Parent Square, bilingual flyers, websites at the site and district, newsletters, school marquees, phone calls, and letters. Increasing district and site parent communication and involvement in district-wide activities allow parents to participate in their child's academic experience, which can foster academic achievement and school connectedness. The amount was increased because GPUSD discovered that the action was underfunded for its purpose. There are six sites that need to share this amount, not including the district office.</p> <p>Through communication mediums, the LEA will increase parents' knowledge about the language (academic and social) and culture of the school so that parents can support their children with information about high-quality educational options at all school sites. These actions will increase the involvement of their parents in their children's educational experience and contribute to these students/ academic improvement and school connectedness.</p> <p>This action is designed to meet the needs of English Learners, low-income and foster youth students for improved parent communication and school connectedness. As a result, parents will be better informed to help these students succeed in school and feel a stronger sense of school connectedness.</p>	\$64,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The LEA expects that full implementation of parent engagement will be maintained because these actions will meet the needs of English Learners, low-income, and foster youth who benefit from improved parent communication and school connectedness; because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		
3.3	Parent Education & Support.	<p>Parents have difficulties supporting students with schoolwork, improving student attendance, including chronic attendance, and encouraging their children to be actively engaged in school activities. Parents also are unaware of the academic and socio-emotional support that the district provides, and district efforts to promote school safety and connectedness.</p> <p>Based on a local needs assessment from parents conducted in the Spring 2023, the LEA determined that English learners, low-income, and foster youth students would benefit from improved parent education. Parent education prepares parents to help with homework and encourages parents to participate in the decisions made at schools and volunteer at school and/or find employment at schools. Parent education would also increase parent connectedness to schools and parent awareness of school safety.</p> <p>To meet this need, the LEA will contract with adult education service providers for Project2Inspire and Career Ladder and with West Hills College Consortium. Career Ladder teaches parents about the types of employment available to the community. Adult education provides instruction in English and other basic skills courses including GED and computer basics. GPUSD will provide materials, supplies, and field trips for parents. These courses will build capacity in parents and the community so that they can be active supporters of student academics. Parents can build students' sense of connectedness when parents are trained to volunteer in classrooms and gain employment as substitute cafeteria help, custodians, and classroom aides. In addition, parents can contribute to the vast number of low-</p>	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>income students' standard of living through gainful employment in building construction.</p> <p>The amount was increased because GPUSD discovered that the action was underfunded for its purpose. There are six sites that need to share this amount, not including the district office.</p> <p>This action is designed to meet the needs of English Learners, low-income and foster youth students for parents who can help them with homework, participate in decisions made at schools, and volunteer or work in school. Such parents are better able to help these students succeed in school and promote a stronger sense of school connectedness.</p> <p>The LEA expects that parent education and training will be maintained because these actions will meet the needs of English Learners, low-income, and foster youth who benefit from improved parent education and training. Because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		

Goal Analysis [2022-23]

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

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

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

3.1 Translators

Implementation Status: 5 – Full Implementation and Sustainability.

GPUSD continued to provide interpreter and translator services for district-wide activities, school functions, and parent meetings. Readily available translators allowed parents to participate in their child's school events.

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

3.2 Parent Communication

Implementation Status: 5 – Full Implementation and Sustainability.

To meet this need, the LEA continued to use multiple communication mediums such as Parent Square, bilingual flyers, websites at the site and district, newsletters, school marquees, phone calls, and letters during the 22-23 school year.

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

3.3 Parent Education & Support

Implementation Status: 5 – Full Implementation and Sustainability.

The LEA contracted with adult education service providers for Project2Inspire and Career Ladder, and with West Hills College Consortium in order to provide courses such as English Language Development and Building Construction.

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

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

Overall Challenges: GPUSD continues to have challenges with finding instructors to support the Parent Programs offered, particularly programs to support English Learns.

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

3.1 Translators. (No material difference).

3.2 Parent Communication. (Budgeted: \$20,000; Estimated Actual: \$4,161.44). GPUSD plan to spend this during the year.

3.3 Parent Education & Support. (Budgeted: \$20,000; Estimated Actual: \$0). GPUSD will spend this during the summer.

An explanation of how effective the specific actions were 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.

The actions outlined in Goal Three helped make progress toward the LEA's goal: "Increase education partner involvement with school, district, and community. Plan and implement more parent educational opportunities."

3.1 Translators, 3.2 Parent Communication, 3.3 Parent Education & Support

Effectiveness of Action(s):

Metric(s): Parent Engagement, Student Connectedness Percentage of parents participating: Parent/teacher conferences: 100% & Back-to-School Night: 50%. There was an increase in the percentage of parents' attendance at conferences as well as Back-to-School nights.

Additional Parent Programs were Offered.

Analysis Statement: GPUUSD has continued to support the school communities as schools have reopened post-pandemic. We continue to look at new and innovative ways and classes that we can offer to support parent engagement and connectedness.

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

Prior to the April raises, we had difficulty hiring teachers. Next year, a larger selection of courses will be offered. In addition, Adult Education courses will be started in the summer 2023, so funds will be used to recruit adult students. The administration will also monitor to ensure these actions are being implemented. 3.2 Parent Communication: The amount was increased because GPUUSD discovered that the action was underfunded for its purpose. There are six sites that need to share this amount, not including the district office. This action may need further funding.

3.3 Parent Engagement: The amount was increased because GPUUSD discovered that the action was underfunded for its purpose. There are six sites that need to share this amount, not including the district office.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
 GPUSD is addressing parent input for well-maintained and beautiful school sites.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facility Maintenance.	GPUSD will provide on-going facility maintenance and repairs	\$1,006,166.00	No
4.2	Improvement of Educational Facilities	GPUSD has maintained the facilities at 100% standards met for the metric above. However, based on a local needs assessment the district determined that English Learners, low income and foster youth students, whose academic performance on the ELA and math CAASPP assessment and local benchmarks is low, need access to	\$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>vastly improved CTE facilities for agriculture and healthcare, as well as agriculture and healthcare equipment and supplies. Such facilities would allow these students to complete A-G requirements and CTE pathways prior to graduation.</p> <p>To meet this need, the LEA will provide modernized facilities and resources for students to engage in meaningful 21st-century learning activities; the modernization of facilities would allow the expansion of the CTE and A-G opportunities for these students as well as instruction and class experiences that address multiple student learning modalities, utilize project-based learning integrated with technology, reflect real-world experiences, and provide connectedness to the school.</p> <p>Funds for this action were increased because we found it to be underfunded.</p> <p>None of the work being done is considered routine maintenance. The high school currently functions poorly in meeting the needs of these students because the existing permanent classrooms are outdated due to the instructional configurations and infrastructure. The LEA will modernize the facilities to support student engagement and enrichment and provide enhancements to the Patient Care and Agriculture Pathway, including the updating of the farm infrastructure and classroom labs. The modernized and expanded facilities allow students to engage in learning and innovation skills and gain opportunities for new CTE pathways that allow students to increase their preparedness for college and careers.</p> <p>The LEA will purchase additional equipment and materials to equip high school classrooms to facilitate Career and Technical Education (CTE) for these students, including supplemental transition materials for Special Education students. CTE can provide students with what is needed to succeed in life: technical skills, academic skills, and employability skills. In addition, CTE helps students see how what they're learning applies to the needs of employers. CTE has been found to increase school connectedness, reduce behavioral problems</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>related to suspensions and expulsions, and reduce dropout rates among all student groups, especially among students most at risk of dropping out.</p> <p>This action is designed to meet the need that English Learners, low-income and foster youth students, have for vastly improved CTE facilities for agriculture and healthcare, as well as agriculture and healthcare equipment and supplies. Such facilities and equipment will allow the LEA to address these students' multiple learning modalities through learning experiences that are relevant to students lives, motivating them to complete educational pathways and feel connected to their school.</p> <p>We expect that the ELA and math CAASPP assessments, local academic benchmarks, A-G completion, and CTE pathway completion indicators will improve for these students because these actions are designed to address their multiple learning modalities and need for project-based learning connected to the real world; however because we expect all students will benefit from this action, this action will be provided on an LEA-wide basis.</p>		
4.3	Enhance Classroom Educational Environment	<p>GPUSD has maintained the facilities at 100% standards met for the metric above. However, based on a local needs assessment, the district determined that English Learners, low-income and foster youth students, whose academic performance on the ELA and math CAASPP assessment and local benchmarks are low. One likely root cause is the need for more opportunities to practice academic language.</p> <p>The feedback from parents and students clearly expressed the need for upgraded and improved CTE facilities. improvements to classrooms to create a positive school environment. Such improvements include upgrading classroom settings to include technology integration and flexible learning environments to create classrooms that allow for collaboration, fostering communication, learning, and critical thinking. The adjustments to the learning</p>	\$789,366.48	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>environment and increased access to technology provide more opportunities for EL and low income students to practice the academic language through project-based learning.</p> <p>Funds for this action were increased because we found it to be underfunded.</p> <p>This action was designed to meet the needs of our EL, LI, and FY students for a positive school environment that will instill a sense of pride and excitement in our students and staff and increase school connectedness in order to increase academic achievement among these students, who will be able to participate in vastly improved facilities with improved desk and furniture.</p> <p>We expect that EL, LI, and FY students' scores on CAASPP assessments and local benchmarks will improve because this action is designed to meet these students' need for school connectedness; however, we expect all students to benefit from this action. This action will be provided on an LEA-wide basis.</p>		

Goal Analysis [2022-23]

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

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

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 Four supported the progress toward meeting the goal, "GPUSD will provide well-maintained and aesthetically pleasing school sites. GPUSD will build exemplary school and district facilities."

4.1 Facility Maintenance

Implementation Status: 4 – Full Implementation

GPUSD continues to provide ongoing facility maintenance and repairs.

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

4.2 Improvement of Educational Facilities

Implementation Status: 3 – Initial Implementation; 4 – Full Implementation

The LEA is still in process of the modernizing the facilities to support student engagement and enrichment and provide enhancements to the Patience Care and Agriculture Pathway including the updating of the farm infrastructure and classroom labs. There is a substantive difference in planned action compared to the actual implementation. Funds for this action were increased because we found it to be underfunded.

4.3 Enhance Classroom Educational Environment

Implementation Status: 3 – Initial Implementation; 4 – Full Implementation

The LEA is still in the process of providing improvements to classrooms to create a positive school environment. Such improvements include upgrading classroom settings to include technology integration and flexible learning environments to create classrooms that allow for collaboration, fostering communication, learning, and critical thinking. There is a substantive difference in planned action compared to the actual implementation. Funds for this action were increased because we found it to be underfunded.

Overall Successes: GPUSD has maintained the facilities at 100% standards met for the metric above. GPUSD is in the process of providing 21st-century learning facilities for students to access the best labs and resources to be college and career ready.

Overall Challenges: GPUSD continues to have challenges with staffing as well as the ongoing adjustments to completion dates for improvements to educational facilities.

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

4.1 Facility Maintenance. (No material difference).

4.2 Improvement of Educational Facilities. (Budgeted: \$850,000; Estimated Actual: \$921,338). Costs due to inflation and revisions increased the amount.

4.3 Enhance Classroom Educational Environment. (No material difference).

An explanation of how effective the specific actions were 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.

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

4.1 Facility Maintenance

Metric(s): FIT Report

Effectiveness of Action(s): 3 –Effective.

Analysis Statement: GPUSD continues to provide ongoing facility maintenance and repairs.

4.2 Improvement of Educational Facilities, 4.3 Enhance Classroom Educational Environment

Effectiveness of Action(s):2 – Somewhat Effective

Metric(s): CAASPP, local academic benchmarks, suspension, and chronic absenteeism. All English Language Arts/Literacy Standard Met: 17.23 %, Low Income, Standard Met: 16.47%, English Learners, Standard Met: 6.63%. In ELA we saw a very slight decline in all subgroups. SBAC Mathematics: 12.17%, English Learners Standard Met: 5.1%, Low Income: Standard Met: 12.36%. In Math, we saw an increase in scores for all students and low-income students but saw a decline in math CAASPP scores for our English Learners. A-G completion, and CTE pathway - All Students A-G Met: 53.6%, Low-Income A-G Met: 50.0%, English Learners A-G Met: 0.9%. There was growth for all students and low-income students in the A-G completion rates. There was a decline in the A-G percentage for English Learners. CTE Pathway Total Completers: 19.4%. This increased from 36 students to 307 students.

Analysis Statement: The improvements to classrooms create a positive school environment. Such improvements such as upgrading classroom settings to include technology integration and flexible learning environments have and will continue to create learning environments that allow for collaboration, fostering communication, learning, and critical thinking.

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

4.2 Improvement of educational facilities. Funds for this action were increased because we found it to be underfunded. 4.3 Enhance classroom educational environment. Funds for this action were increased because we found it to be underfunded.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
6,893,483	930,476

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
46.79%	12.24%	\$1,769,723.16	59.02%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions listed below are being provided on a “wide” basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes to meet each identified student group’s stated need(s). The required justification for how the district is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan’s Goals and Actions section. Each contributing action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.

Each “wide” action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each “wide” action.

The contributing “wide” actions in this plan are:

Goal 1. Action 2. Literacy Support.

Goal 1. Action 5. Lower Class Size

Goal 1. Action 6. Recruiting & Retaining Highly Qualified Staff

Goal 1. Action 8. MTSS

Goal 1. Action 10. 21st Century Skills, Google & Technology Integration

Goal 1. Action 11. Enrichment, CTE, STEAM

Goal 1. Action 13. Teachers on Special Assignment

Goal 1: Action 16. EL, LI, and FY Summer Enrichment

Goal 2. Action 1. Chronic Absenteeism

Goal 2. Action 2. CTE Technology and Supplemental Material

Goal 2. Action 3. Counselors for Elementary Schools and RDR

Goal 2. Action 4. Enrichment Activities

Goal 2. Action 5. Positive School Climate/Campus Monitoring

Goal 2. Action 8. District Attendance, Foster Youth, Homeless Liaison Support

Goal 3. Action 2. Parent Communication and Planners

Goal 3. Action 3. Parent Education and Support

Goal 4. Action 2. Construction and Modernization

Goal 4. Action 3. Beautification and Educational Facilities

Goal 1. Action 14. Additional Instructional Aides

Goal 1. Action 15. Additional Ag and Music teacher

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our English Learners, Low-Income, Foster Youth students with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our education partners. These contributing actions are principally directed toward our English Learners, Low-Income, and Foster Youth students to help Golden Plains Unified School District be effective in meeting the LEA LCAP goals and the identified needs of these student

groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward English Learners, Low-Income, and Foster Youth student groups and is effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for education partners when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Our LEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis

Goal 1, Action 7: English Learner Program.

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 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 were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the

site to support our most at-risk students. The methodology for the use of these funds was determined based on input from our educational partners, parents in particular, as well as ensuring all grade levels and schools benefit from additional support.

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

Goal 1 Action 13: "To meet this need, GPUSD will hire 4-10 Teachers-on-Special-Assignment who have recognized knowledge and experience in Math, ELA, Science, and Elementary ELA. These teachers will train and guide district teachers to do the following:
 (A) provide direct instruction and English Learner strategies, so all students can attain rigorous CCSS and EL standards.
 (B) provide individual and small group instruction, so students who struggle can attain standards through additional academic support.
 (C) provide guidance on how to create and implement multiple formative assessments, so students can use various modalities on a regular basis.
 (D) provide reviews of student academic and socio-emotional progress, so students and parents can become active participants in student learning.
 (D) guidance for regular teacher contact with parents and staff, so everyone in the system knows how each and every student is progressing in academics or socio-emotional well-being.

Goal 1, Action 14: GPUSD will hire 8 Instructional Aide positions at 5.75 hours. The instructional aides would provide academic support to students who are meeting or exceeding standards in core subjects so that teachers can provide students who are below standards in core subjects with individual and small group instruction, multiple formative assessments, reviews of student academic and socio-emotional progress, and contact with parents and staff.

Goal 1, Action 15: GPUSD will hire one additional FTE elementary music teacher and one additional agriculture teacher. The additional teachers will be used to increase access for unduplicated students to both VAPA and CTE courses.

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	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	N/A- all schools are well above a 55% unduplicated enrollment

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$24,271,236.16				\$24,271,236.16	\$16,400,173.68	\$7,871,062.48

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Books, Supplies, Services & Capital Outlay	All Students with Disabilities	\$323,154.00			\$0.00	\$323,154.00
1	1.2	Literacy Support	English Learners Foster Youth Low Income	\$938,779.00				\$938,779.00
1	1.3	Monitor Student Formative and Summative Achievement.	All Students with Disabilities	\$50,000.00				\$50,000.00
1	1.4	Certificated and Classified Staff.	All Students with Disabilities	\$10,960,318.00				\$10,960,318.00
1	1.5	Lower Class Size	English Learners Foster Youth Low Income	\$1,094,657.58				\$1,094,657.58
1	1.6	Recruiting and Retaining Highly Qualified Staff	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
1	1.7	English Learner Program	English Learners	\$503,340.00				\$503,340.00
1	1.8	MTSS	English Learners Foster Youth Low Income	\$378,342.00				\$378,342.00
1	1.9	ELPAC Training.	All Students with Disabilities	\$365,511.00			\$0.00	\$365,511.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	21st Century Skills, Google & Technology Integration.	English Learners Foster Youth Low Income	\$564,198.00				\$564,198.00
1	1.11	Enrichment, CTE, STEAM.	English Learners Foster Youth Low Income	\$550,000.00				\$550,000.00
1	1.12	Special Education	Students with Disabilities	\$1,400,902.00	\$0.00	\$0.00		\$1,400,902.00
1	1.13	Teachers on Special Assignment .	English Learners Foster Youth Low Income	\$619,168.10				\$619,168.10
1	1.14	Additional Instructional Aides	English Learners Foster Youth Low Income	\$230,000.00				\$230,000.00
1	1.15	Maintain additional Instructors in agriculture and elementary music	English Learners Foster Youth Low Income	\$225,000.00				\$225,000.00
1	1.16	EL, LI, and FY Summer Enrichment	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
2	2.1	Chronic Absence Programs and Incentives	English Learners Foster Youth Low Income	\$69,450.00				\$69,450.00
2	2.2	Additional CTE Technology and Supplemental Material	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
2	2.3	Counselors for elementary schools and RDR.	English Learners Foster Youth Low Income	\$315,226.00				\$315,226.00
2	2.4	Enrichment Activities	English Learners Foster Youth Low Income	\$408,350.00				\$408,350.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Positive School Climate & Campus Monitors.	English Learners Foster Youth Low Income	\$530,398.00				\$530,398.00
2	2.6	Social Emotional and Behavioral Support	All Students with Disabilities	\$125,000.00		\$0.00		\$125,000.00
2	2.7	Transportation home to school.	All Students with Disabilities	\$1,304,403.00				\$1,304,403.00
2	2.8	District Attendance/Foster Youth/Homeless Liaison Supports	English Learners Foster Youth Low Income	\$99,782.00				\$99,782.00
3	3.1	Translators	All Students with Disabilities	\$40,000.00	\$0.00			\$40,000.00
3	3.2	Parent Communication.	English Learners Foster Youth Low Income	\$64,725.00				\$64,725.00
3	3.3	Parent Education & Support.	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
4	4.1	Facility Maintenance.	All Students with Disabilities	\$1,006,166.00				\$1,006,166.00
4	4.2	Improvement of Educational Facilities	English Learners Foster Youth Low Income	\$1,000,000.00				\$1,000,000.00
4	4.3	Enhance Classroom Educational Environment	English Learners Foster Youth Low Income	\$789,366.48				\$789,366.48

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
14,734,386.00	6,893,483	46.79%	12.24%	59.02%	\$8,695,782.16	0.00%	59.02 %	Total:	\$8,695,782.16
								LEA-wide Total:	\$8,192,442.16
								Limited Total:	\$503,340.00
								Schoolwide Total:	\$0.00

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	Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$938,779.00	0%
1	1.5	Lower Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,094,657.58	0%
1	1.6	Recruiting and Retaining Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	0%
1	1.7	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$503,340.00	0%
1	1.8	MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$378,342.00	0%
1	1.10	21st Century Skills, Google & Technology Integration.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$564,198.00	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 (%)
1	1.11	Enrichment, CTE, STEAM.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$550,000.00	0%
1	1.13	Teachers on Special Assignment .	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$619,168.10	0%
1	1.14	Additional Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	0%
1	1.15	Maintain additional Instructors in agriculture and elementary music	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,000.00	0%
1	1.16	EL, LI, and FY Summer Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	0%
2	2.1	Chronic Absence Programs and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,450.00	0%
2	2.2	Additional CTE Technology and Supplemental Material	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Tranquility High School	\$150,000.00	0%
2	2.3	Counselors for elementary schools and RDR.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,226.00	0%
2	2.4	Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$408,350.00	0%
2	2.5	Positive School Climate & Campus Monitors.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$530,398.00	0%
2	2.8	District Attendance/Foster Youth/Homeless Liaison Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,782.00	0%
3	3.2	Parent Communication.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,725.00	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 (%)
3	3.3	Parent Education & Support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	0%
4	4.2	Improvement of Educational Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	0%
4	4.3	Enhance Classroom Educational Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$789,366.48	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$21,992,957.00	\$21,448,561.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Books, Supplies, Services & Capital Outlay	No	\$300,000.00	300,000.00
1	1.2	Literacy Support	Yes	\$900,000.00	852,623.23
1	1.3	Monitor Student Formative and Summative Achievement.	No	\$50,000.00	50,000.
1	1.4	Certificated and Classified Staff.	No	\$10,910,002.00	10,910,002.00
1	1.5	Lower Class Size	Yes	\$900,000.00	952,978.00
1	1.6	Recruiting and Retaining Highly Qualified Staff	Yes	\$35,000.00	35,000.00
1	1.7	English Learner Program	Yes	\$160,000.00	160,000.00
1	1.8	MTSS	Yes	\$260,000.00	260,000.00
1	1.9	ELPAC Training.	No	\$365,511.00	365,511.00
1	1.10	21st Century Skills, Google & Technology Integration.	Yes	\$593,973.00	600,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Enrichment, CTE, STEAM.	Yes	\$350,000.00	350,000.00
1	1.12	Special Education	No	\$1,400,902.00	1,400,902.00
1	1.13	Teachers on Special Assignment .	Yes	\$400,000.00	0
1	1.14	Additional Instructional Aides	Yes	\$185,000.00	26,855.00
1	1.15	Additional Instructors in agriculture and music	Yes	\$200,000.00	0
2	2.1	Chronic Absence Programs and Incentives	Yes	\$130,000.00	139,390.24
2	2.2	Additional CTE Technology and Supplemental Material	Yes	\$150,000.00	150,000.00
2	2.3	Counselors for elementary schools and RDR.	Yes	\$280,000.00	287,488.52
2	2.4	Enrichment Activities	Yes	\$170,000.00	170,000.00
2	2.5	Positive School Climate/Campus Monitors.	Yes	\$260,000.00	387,222.95
2	2.6	Social Emotional and Behavioral Support	No	\$125,000.00	125,000.00
2	2.7	Transportation home to school.	No	\$1,304,403.00	1,304,403.00
2	2.8	District Attendance/Foster Youth/Homeless Liaison Supports	Yes	\$50,000.00	72,518.77

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	Translators	No	\$40,000.00	40,000.00
3	3.2	Parent Communication.	Yes	\$20,000.00	4,161.44
3	3.3	Parent Education & Support.	Yes	\$20,000.00	0
4	4.1	Facility Maintenance.	No	\$1,006,166.00	1,006,166.00
4	4.2	Improvement of Educational Facilities	Yes	\$850,000.00	921,338.97
4	4.3	Enhance Classroom Educational Environment	Yes	\$577,000.00	577,000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,816,727	\$6,490,973.00	\$5,946,577.12	\$544,395.88	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Literacy Support	Yes	\$900,000.00	852,623.23	0	0
1	1.5	Lower Class Size	Yes	\$900,000.00	952,978.	0	0
1	1.6	Recruiting and Retaining Highly Qualified Staff	Yes	\$35,000.00	35,000.	0	0
1	1.7	English Learner Program	Yes	\$160,000.00	160,000.	0	0
1	1.8	MTSS	Yes	\$260,000.00	260,000.	0	0
1	1.10	21st Century Skills, Google & Technology Integration.	Yes	\$593,973.00	600,000.	0	0
1	1.11	Enrichment, CTE, STEAM.	Yes	\$350,000.00	350,000.	0	0
1	1.13	Teachers on Special Assignment .	Yes	\$400,000.00	0	0	0
1	1.14	Additional Instructional Aides	Yes	\$185,000.00	26,855.	0	0
1	1.15	Additional Instructors in agriculture and music	Yes	\$200,000.00	0	0	0
2	2.1	Chronic Absence Programs and Incentives	Yes	\$130,000.00	139,390.24	0	0
2	2.2	Additional CTE Technology and Supplemental Material	Yes	\$150,000.00	150,000.	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	2.3	Counselors for elementary schools and RDR.	Yes	\$280,000.00	287,488.52	0	0
2	2.4	Enrichment Activities	Yes	\$170,000.00	170,000.	0	0
2	2.5	Positive School Climate/Campus Monitors.	Yes	\$260,000.00	387,222.95	0	0
2	2.8	District Attendance/Foster Youth/Homeless Liaison Supports	Yes	\$50,000.00	72,518.77	0	0
3	3.2	Parent Communication.	Yes	\$20,000.00	4,161.44	0	0
3	3.3	Parent Education & Support.	Yes	\$20,000.00	0	0	0
4	4.2	Improvement of Educational Facilities	Yes	\$850,000.00	921,338.97	0	0
4	4.3	Enhance Classroom Educational Environment	Yes	\$577,000.00	577,000	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
14,462,593	6,816,727	6.22	53.35%	\$5,946,577.12	0.00%	41.12%	\$1,769,723.16	12.24%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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