



LCFF Budget Overview for Parents

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

CDS Code: 04-75507-0000000

School Year: 2025-26

LEA contact information:

Justin Kern

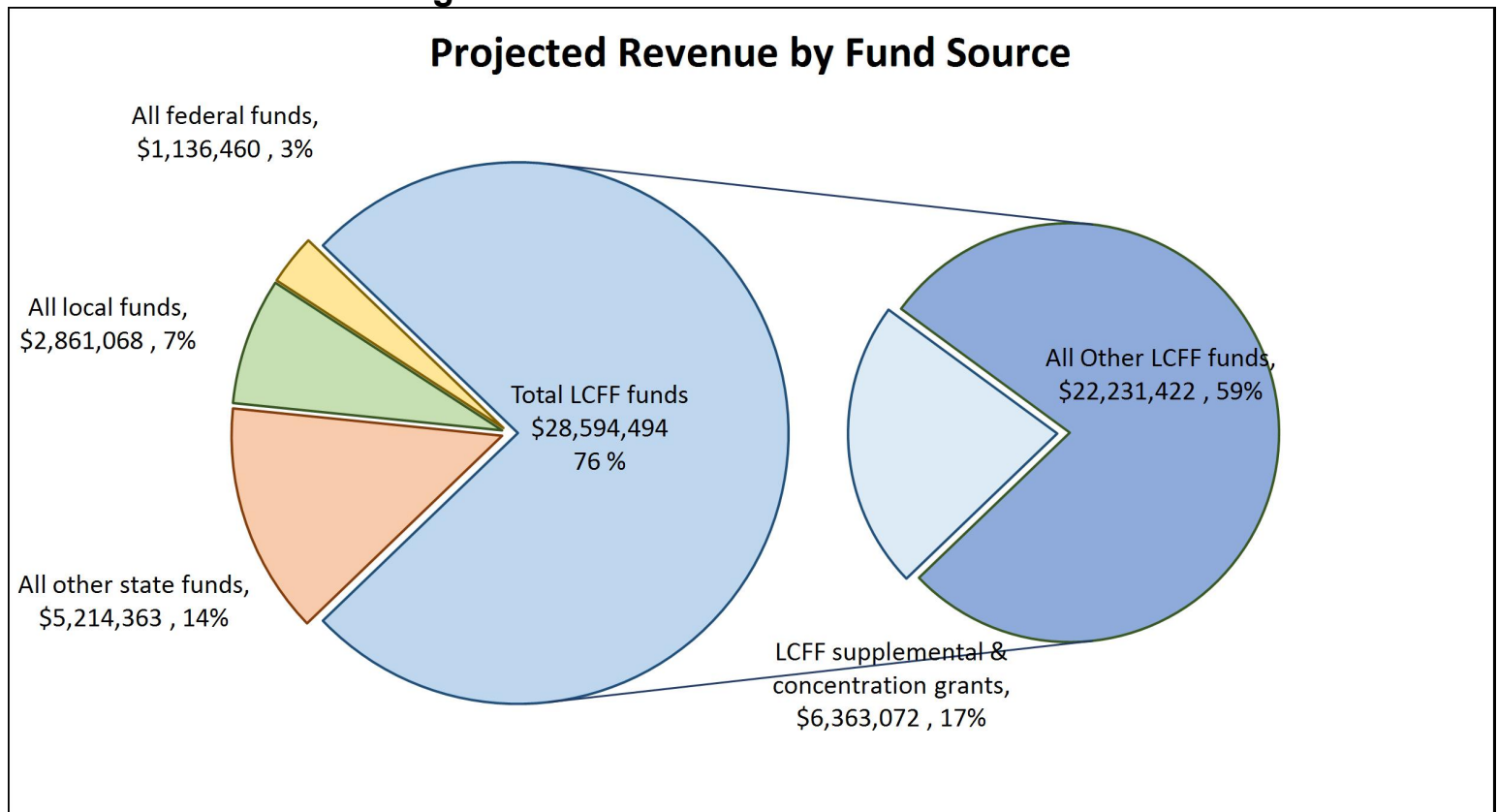
Superintendent

429 Magnolia Street, Gridley CA 95948

(530) 846 - 4721

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

Budget Overview for the 2025-26 School Year

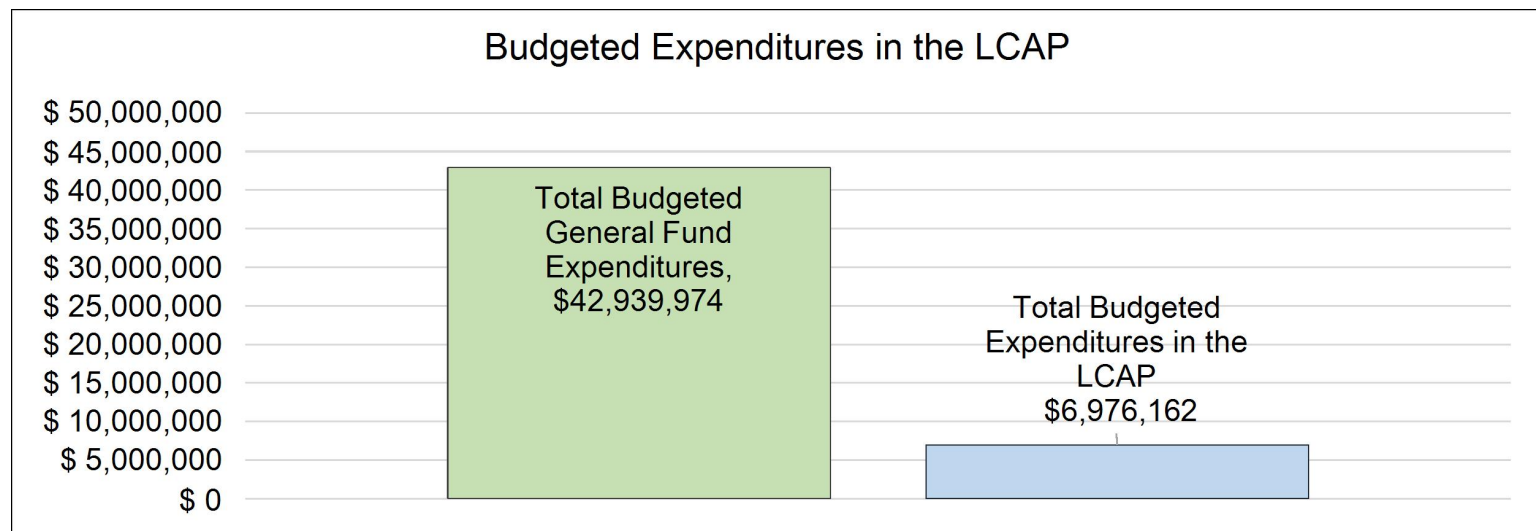


This chart shows the total general purpose revenue Gridley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gridley Unified School District is \$37,806,385, of which \$28,594,494 is Local Control Funding Formula (LCFF), \$5,214,363 is other state funds, \$2,861,068 is local funds, and \$1,136,460 is federal funds. Of the \$28,594,494 in LCFF Funds, \$6,363,072 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Gridley Unified School District plans to spend \$42,939,974 for the 2025-26 school year. Of that amount, \$6,976,162 is tied to actions/services in the LCAP and \$35,963,812 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

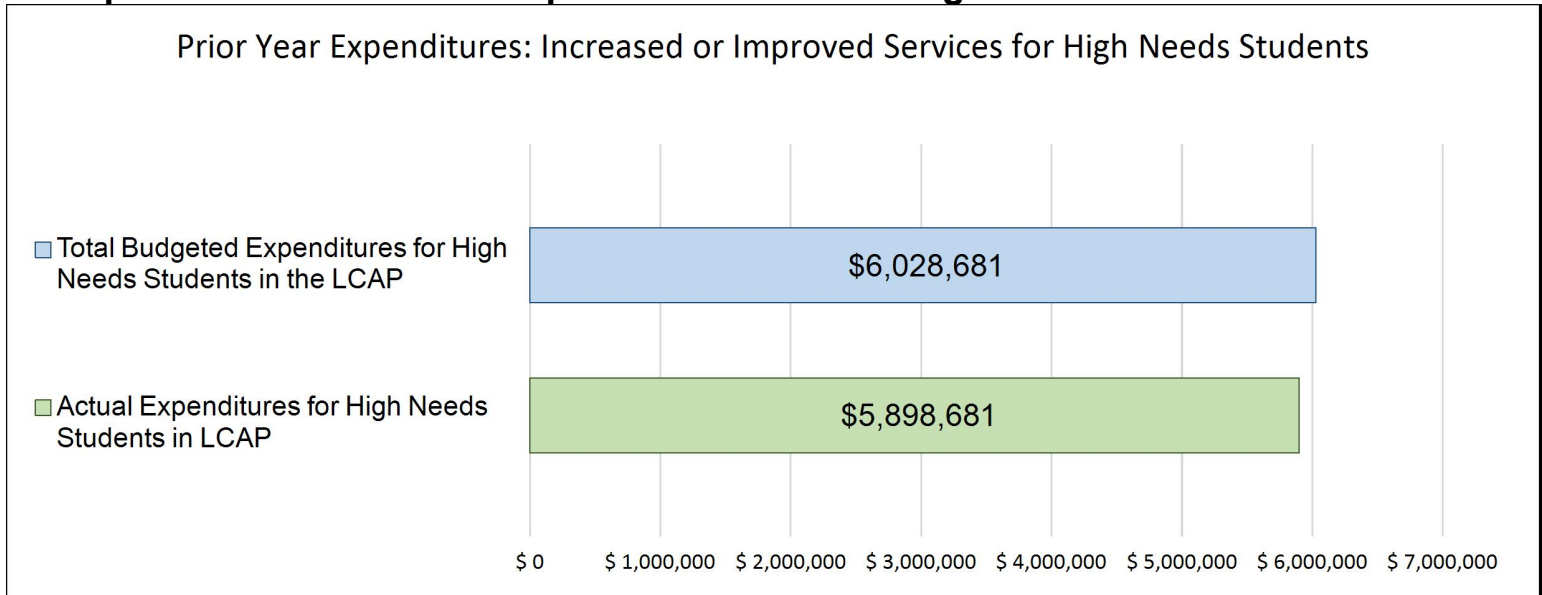
Standard operating expenditures in the unrestricted funds from non-Supplemental and Concentration funding sources are available in the published general budget of the school district. Federal dollars in Title 1 are described in each site's SPSA. Title II dollars are reserved at District level to cover certificated staff induction programs for professional development, and Title III expenditures are covered in the annual Title III plan for the district but are principally directed to funding a bilingual aide who serves English Learner students at all school sites. Title IV funds are reallocated to support Title I and Title III programs.

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

In 2025-26, Gridley Unified School District is projecting it will receive \$6,363,072 based on the enrollment of foster youth, English learner, and low-income students. Gridley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gridley Unified School District plans to spend \$6,363,072 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Gridley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gridley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Gridley Unified School District's LCAP budgeted \$6,028,681 for planned actions to increase or improve services for high needs students. Gridley Unified School District actually spent \$5,898,681 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$130,000 had the following impact on Gridley Unified School District's ability to increase or improve services for high needs students:

A large portion of the carryover not expended in the 24-25 year was due to: 1) a midyear shift in direction by the Superintendent to move a portion of Transportation expenses back into the general fund, 2) plus some technology purchases that were delayed due to tariffs rather than spend an exorbitant amount of money, and 3) a counseling position that went unfilled for the majority of the school year. There was no negative impact overall on the district's ability to increase or improve services in transportation or student and staff access to technology within the school year - all technology needs were met. The inability to fill the counseling position for the bulk of the school year was mitigated through bringing in a substitute teacher position to continue delivering the intended Tier 1 SEL lessons under the guidance of the site's assistant principal who also delivered occasional such lessons. Any loss was in providing small group and one on one counseling. In true emergency situations, other site counselors were deployed to conduct assessments and provide ad hoc counseling services.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gridley Unified School District	Justin Kern Superintendent	jkern@gusd.org (530) 846 - 4721

Plan Summary [2025-26]

General Information

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

The Gridley Unified School District (GUSD) is located in a small, rural community approximately 75 minutes north of Sacramento in the central valley. The district serves approximately 2002 students yearly in five schools: McKinley (TK-1), Wilson (2-5), Sycamore (6-8), Gridley High School (9-12), and Esperanza (continuing high school education). The demographics of the area include a high percentage of students living in low socio-economic households (~76%) and approximately 13.9% English Language Learners and 15.8% students with disabilities according to the district enrollments from the October 34, 2024 census day. Major student population consists of 59% Hispanic, 34% Caucasian, 3.4% Asian, 2.5% of two or more races, and all other groups at about 1% or less. The GUSD School board currently operates under four goals developed in the 23-24 school year operable through the 2027 year, and all LCAP goals can be tied back to one or more of these:

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

New for 2024-25, GUSD had two state identifications for the new Equity Multiplier funding sources, amounting to \$50,000 per school site so identified. This year, GUSD received these sources for its students based on the funding formula for Esperanza Continuation High and also for GUSD Districtwide Programs. Funding is based on sites with high student nonstability, meaning having high percentages of students who have recently changed schools (over 75%) and must also show student poverty rates over 70%. As a continuation high school, nearly all students are "new" to Esperanza each year, and like the rest of the district, are largely socioeconomically disadvantaged. GUSD District

Programs was identified for funding based on the formula for a total of TWO students, both of whom actually represented data errors and should have remained in their previous enrollments, but because they were missed in data quality checks, GUSD District Programs, which does not operate as a site per se and as such never has and students, showed 100% student nonstability due to the two students. As 2024-2025 progressed, California clarified that no district sites would be receiving those funds and should not carry out any planned actions as the funds would be returned, and therefore the planned District activities were not carried out during the year. Esperanza reached partial implementation of its Equity Multiplier goal to improve school attractiveness to students to stimulate attendance by offering desirable real-world career-related elective experiences, but the actions were implemented late and only partially, and therefore will be continued in the 25-26 year with training for new staff following a retirement.

EQUITY MULTIPLIER UPDATE

By the end of 24-25, GUSD confirmed that Esperanza would again be receiving an additional allotment \$50,000 of Equity Multiplier dollars for 25-26, and these planned to be used in supporting the incomplete implementation of the "desirable offerings" action of 24-25 and to implement new actions detailed later in the LCAP under Goal 7, including leveraging a part time school social worker, addressing an ongoing vaping issue leading to increases in suspensions of students through an education campaign, and seeking to offer a summer school option to address low graduation rates.

Reflections: Annual Performance

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

In the last available California School Dashboard (December 2024), GUSD saw improvement since the 2023 Dashboard results which saw all schools but Esperanza identifying multiple student groups in red, or lowest performing areas. In 2023, McKinley Elementary showed high rates of chronic absenteeism in its English Learner and Hispanic subgroups, Wilson Elementary showed high rates of chronic absenteeism and low rates of English Language Arts performance in its Students with Disabilities subgroups, Sycamore Middle School showed high rates of suspension and chronic absenteeism for its Students with Disabilities subgroup and low rates of math performance for its English Learners, and finally Gridley High School showed high rates of suspension for its English Learners, Economically Disadvantaged, Hispanic, and White subgroups as well as for the school overall. At the district level, chronic absenteeism was high for Foster Youth and students of Two or More Races subgroups while suspension rates were high for Foster and Homeless Youth groups.

The above areas were addressed as follows in the 24-25 LCAP, organized by school:

McKinley

Chronic Absenteeism (ELs and Hispanics) - Action 3.2 and 3.3 to improve outreach to EL/Hispanic families to increase their participation in cultural events and various meetings especially ELAC and DELAC as a means to open dialog and share the importance of schooling.

Wilson

Chronic Absenteeism (SWDs) - Action 3.3 to create strategies to improve attendance, which here took the form of Parent Engagement Meetings and numerous on campus events to bring families to schools such as literacy and STEM nights as well as movie nights in partnership with PTA.

ELA Performance (SWDs) - Action 2.7 which implemented a new purchase of materials and training for the Sonday reading system; Supported by Action 2.2 and the new ELA overall curricular adoption and Action 2.3 to improve literacy through use of instructional aides and reading-focused interventions.

Sycamore

Suspension (SWD) - Action 1.6 which includes use of Navigate160 (now called Compass). This was used only minimally with the SWD population.

Chronic Absenteeism (SWD) - Action 3.3 to create strategies to improve attendance, which took the form here of meeting with the SARB board chair and the district's Supervisor of Attendance along with the Special Ed director to examine data around student absences and develop a districtwide attendance plan to be implemented fully in 2025-26.

Math Performance (ELs) - Action 2.8 to improve math performance of EL students through providing targeted training to the math staff. This took the form of offering attendance at a series of three integrated ELD trainings in fall and a follow-up one in spring. These were attended by only 1/3 of math staff as the remainder were offered choice of attendance by site administration.

GHS

Suspension (ELs, Low Income, Hispanic, White and Overall) - Action 1.6 which includes use of Navigate160 (now called Compass) and increased partnership with BCOE vape/tobacco cessation counseling. Over two dozen high school students received cessation counseling, but only a handful of high school students were issued lessons from Compass.

In the more recent 2024 Dashboard the only groups from 2023 remaining in red status for two consecutive years were were Wilson's Students with Disabilities who fell an additional 5.8 points below standard and Sycamore for their Students with Disabilities in suspensions, increasing a point to 19.1% suspension rate; Students with Disabilities in absenteeism, increasing 1.3 points to 32.23% chronically absent; and then English Learners in math where they dropped an additional 7 points falling to 110 points below standard.

Newly in the red status this year at the district level were Long-term English Learners in Math at 139 points below standard and Students With Disabilities who were 102 points below standard in ELA and 132 points below in math. At site level, McKinley had no groups in the red this year, while Wilson added Students with Disabilities in math at 95 points below standard, Sycamore added Students with Disabilities in ELA at 123 points below standard, and 175 below in math as well as their Economically Disadvantaged subgroup whose chronic absenteeism maintained, but maintained at too low a level (20% chronic absenteeism) which put them into the red status

Additional available data related to the above red status areas from the end of May from the Aeries Analytics Dashboard (attendance), and comparisons of 2023 and 2024 Dashboard (CAASPP and Suspension):

McKinley chronic absenteeism was at 24.3% for all students (+3.3), 24.6% for ELs (+7.4), 27.2% for Hispanics (+1.9), 23.3% for Economically Disadvantaged (+2.5) and 29.1% for Students with Disabilities (-4.2). This shows an increasing attendance issue at McKinley in this past year across nearly all student groups.

Wilson chronic absenteeism was at 19.0% for all students (+4.2%), 15.4% for ELs (-0.9), 19.0% for Hispanics (+4.6), 19.0% for Economically Disadvantaged Students (+2.5) and 26.8% for Students with Disabilities (+0.7). This shows an increasing attendance issue at Wilson across nearly all student groups.

Wilson's preliminary ELA performance on CAASPP was 27 points below standard for all students and 108 points below standard for Students with Disabilities in 2024 preliminary results, versus 15.7 points below standard and 92.1 points below standard, respectively in 2023. This is mixed.

Sycamore chronic absenteeism was at 15.7% for all students (+1.6), 15.7% for ELs (-0.3), 13.8% for Hispanics (-0.9), 17.1% for Economically Disadvantaged (+2.7) and 31.4% for Students with Disabilities (+2.8). This shows mixed attendance at Sycamore, with some groups improving and others declining. In Math this year, Sycamore was at 66.2 below standard overall versus 58.5 points below standard last year, an decline of 7.7 points in the All Students group. English Learners came in at 110.2 points below standard versus 103 points below last year, showing a further decline in math via the Dashboard data.

Gridley High chronic absenteeism was at an estimated 14.2% overall (+1.6), for 9.5% ELs (+2.8), 15.7% for Hispanics (+2.5), 15.8% for Economically Disadvantaged (+1.9), and 17.5% for Students with Disabilities (-4.2). This shows increasing attendance issues for GHS in almost all student groups. GHS was was an estimated overall 6.7% suspension rate in the recent CALPADS data for 2024-25 with 10.5% for Students with Disabilities, with official 2024 Dashboard of 5.8% and 12.1% which would indicate potentially mixed results for the school's efforts at reducing suspension this year.

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

LEARNING RECOVERY BLOCK GRANT UPDATE

Also new for 2025-26, GUSD conducted a deeper dive needs assessment to more intentionally braid its funding streams to maximize student outcomes. Specifically, as a condition for use of the Learning Recovery Emergency Block Grant (a remaining pot of COVID-era money allocated by the State), GUSD examined the allowable uses of the Grant along with student data about performance in the core subjects of ELA and math as well as student absenteeism. During this process, the continued lagging student attendance for the district (chronic absenteeism continues to be double what it was pre-pandemic) was identified as perhaps the most crucial area of need since students who are not regularly present are not learning what they need to be successful in their ELA and math classes and by extension on standardized assessments. Research was even uncovered that suggests that chronic absenteeism not only affects the students absent, but creates issues that resonate into the educational experience of students who remain present due to lost instructional time and sometimes an inability of a teacher to move ahead in lessons because so many students have been absent (Gottfried 2019). Chronic absenteeism continues to plague all school sites in the district with sites continuing to experience chronic rates above 15% at all sites which is 50% higher than pre-COVID numbers. In examining some of the reasons for this continued attendance issue it was noted that students - especially in the middle and upper grades - continue to report lower than desired levels of connectedness to their schools on school climate surveys, while less than half of students in the middle grades report perceiving school as a safe place to be and a larger number report being bullied either in person over over social media than at the other school sites, which could be contributing to some of the absenteeism and lower performance seen. In the

indicators of school connectedness, feelings of high expectations, academic motivation, and safety - students in the middle grades showed significant drops since the pre-pandemic results of the Healthy Kids survey.

Among the two academic areas examined, math continues to lag behind ELA performance at all school sites and for all subgroups. The student groups most heavily affected by absenteeism and low academic performance fairly consistently remain English learners, students with disabilities, and socioeconomically disadvantaged students. One additional measure that was noted in the needs assessment was that among English Learner students who failed to make the minimal progress needed to reclassify, a consistent theme was low reading ability, despite overall acceptable performance in ELA as a whole in the district. To address the lower reading ability throughout the EL group, GUSD is supporting a districtwide teacher-librarian position (Action 2.2) with the explicit direction to increase and improve the quality of library services within the district during the duration of funds availability. This includes enhancing collections, developing policies and procedures within the library spaces that will last past the funding for the position, and to promote increased reading practice opportunities and a love of reading within students. With the rise in prominence of the new state-identified subgroup of long-term English learners, we are also seeing a dramatic difference in their performance as well, especially in math across the district where they are now the single lowest performing group in mathematics for 2024-25. This led to a red Dashboard status designation for the entire district. Consequently, GUSD is using Grant funds to target several areas that research supports may decrease the chronic absenteeism being seen in the district. First is integrating evidence-based student supports such as an MTSS-informed approach throughout the district to better identify and support students in need of intervention (within Action 2.4), providing continued availability to SEL-focused counselors at all sites (within Action 1.3), securing a school resource officer to increase perceptions of campus safety as a support to remove the possible barrier of feeling unsafe that could be affecting attendance and to promote an increased outreach to families struggling with perhaps other barriers to their attendance through assisting with home visits and serving as an additional community-centered resources for the attendance team. Research does support that feeling of not being safe at school contribute to absenteeism (Allen et al. 2018) (within Action 1.1 and 3.3). Finally, to address health concerns often cited by chronically absent families as a reason for missing school, GUSD will use LRBG funds to retain a halftime school nurse to supplement the existing full-time nurse serving both the general education and special education students whose absenteeism rate is typically the highest in the district (within Action 1.6, but definitely related to 3.3)

Reflections: Technical Assistance

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

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

Specifically, these are addressed through the following LCAP actions:

- 1.2 on full PBIS implementation which includes funding for Sycamore's Web and GHS Link Crew programs and implementation of proven PBIS strategies across the district such as Check-ins/Check-outs which research has shown can increase academic achievement and prosocial behaviors and in turn decreasing suspensions for students groups such as foster and homeless.
- 2.4 on creating coordinated programs of standards-based curriculum, appropriate core instruction, and interventions which includes funding for the Director of Curriculum and Technology and SIS Data Specialist positions which are tasked with maintaining data about students in various subgroups, disseminating data to teachers and staff, and then providing training in best practices and legal obligations in servicing students of various subgroups such as foster, homeless, students of different cultural backgrounds or races, etc.
- 3.1 on organizing community events and engaging families in their children's learning - which includes the bilingual family support liaison position in its funding which is tasked with conducting the initial outreach to homeless and foster families to increase their connectedness to school which the national Schoolhouse Connection organization notes has been shown to increase student attendance, an identified area of need for our foster youth and multiracial students.

DA UPDATE

In the 2024 Dashboard, the number of Foster Youth in the district fell below the reporting threshold of 15, and as a result no official data support the effectiveness of efforts with these students. Actions specifically taken this year to address the needs of foster youth started with examining and improving on the data gathering and quality within the student information system (Action 2.4) and the district's Director of Curriculum and Technology collaborated with the district's Data Specialist position to systematically enter and maintain foster records within Aeries so that staff could readily identify foster students within the system at their school sites and share that information with staff as needed on a monthly basis. This collaboration further included increasing awareness of administrators about some of the special reporting requirements around Foster Youth such as making reports to their case workers and attorneys as applicable should they be suspended. The Director also collaborated with and visited the foster youth center on the Butte College campus to better understand the post-secondary options of foster students and bring that back to share with the staff in the district. The planned use of the Link Crew and WEB programs to welcome Foster Youth (in Action 1.2)was not undertaken due to student privacy concerns, other than in a general way to ask that new students be actively welcomed at all times to each campus. The Bilingual Family Support position was used to conduct outreach to Foster and Homeless families to put them in contact with resources and help them acclimate to new school environments. In reflection during the year, it was noted that more intentional and sustained effort needed to be placed into this area, and the District is investigating a restructuring of its whole student services model to ensure that appropriate notice of new foster students is undertaken in the District and staff are aware of the resources available to support these students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	state standards, their own comfort level with standards, and how well they believe the district is doing in implementing standards.
Collective Bargaining Units	Members and leadership of the collective bargaining units were able to participate in all staff surveys mentioned above and due to the small size of the district, LCAP development team is in constant contact with the bargaining unit leadership during the year. The leadership of the collective bargaining groups was also contacted in January about how they would like to engage in collaboration aside from the staff surveys. One CB group responded that the surveys were sufficient but that more would be offered if the membership was interested. The other did not respond even after reprompting.
Administrators	The primary development of the district LCAP comes through the monthly meetings of the administrative team at which data are discussed, solutions considered, and ultimately initial co-planning of the LCAP and budget is conducted at meetings set aside specifically to discuss and develop the annual plan. As staff members, administrators also have the opportunity to participate in the three staff surveys mentioned above as well as the three committees open to all staff members. Once per month, the primary author of the LCAP also meets one on one with each site administrator and discusses elements of the LCAP as well as their site plans.
Parents	Parents have several engagement opportunities to provide LCAP-related input. Parents of English Learner students have a primary opportunity through participation in either or both of the site-based English Learner Advisory Committees (ELAC) or the district level committee (DELAC). These meetings are held in alternating months, and it is a standing practice to heavily encourage site ELAC members to attend the intervening DELACs to share what's happening at their sites and help decide district activities with regard to EL students. Naturally, these meetings also tend to offer the parents a venue to share other feelings and ask unrelated questions of the administrators present, and site administrators are nearly always present in some capacity at the DELACs as well of course at their own respective ELACs. Another parent opportunity held districtwide are the monthly Parent Advisory Council (PAC) meetings which are heavily LCAP-focused, to which any GUSD parents are invited. At the site level parents can also be active in their Site Councils and Site Councils are

Educational Partner(s)	Process for Engagement
	<p>encouraged to send representatives to the district PAC each month as well. Of special note here are the advisory councils specific to the high school's career and technical programming that parents may also participate in as well. Aside from these standing committees, there are ad hoc opportunities during any given year. This year, An additional opportunity this year was a bimonthly series of Community Schools Advisory group meetings conducted at the elementary level in concert with the Community Schools grant awarded to McKinley and Wilson. The primary LCAP writer was present at these as another venue to hear parent and community member feedback about the district. Finally, parents are also offered survey opportunities of one sort or another during the year, such as the annual parent version of the Healthy Kids Survey where they can share their perceptions of school culture, rigor, welcoming nature of their schools, safety, and more.</p>
Students	<p>GUSD students are engaged with the adult leadership in GUSD through participation in their site-based student government at Wilson, Sycamore, and Gridley High schools, participation in Site Council for the upper grades, through completion of the SAEBRS socioemotional screening tool (in upper grades students self-assess), and through the student version of the California Healthy Kids Survey administered annually that measures school culture, drug and alcohol use, school safety, and student engagement with their teachers and administration. At Esperanza High School, though there is no formal student government, the students there interact with their staff on a daily basis, including their administration, creating a very open environment where students can share their needs and wants. In addition to these ongoing means of engaging students in the planning of the district, occasional ad hoc information is gathered as well. Most notably this year was convening a meeting of interested Sycamore students and one of interested GHS students from the leadership classes in the spring. At these meetings the purpose of the LCAP was shared along with data about their schools and the district, and students were encouraged to have discourse about what was working or not working for them about being a student in Gridley schools, how we could improve conditions in general, what we should not look at changing, and from the students honest feedback about their thoughts</p>

Educational Partner(s)	Process for Engagement
	behind peer data collected was also gathered along with their ideas on how things could be improved.
Special Education Local Planning Area (SELPA)	The SELPA engages with LEAs primarily through monthly meetings of the Directors' Council and Governing Board. This is where LEAs receive information about trend data, compliance an monitoring, and new CDE priorities intended to improve student outcomes. SELPA program specialists also attend compliance and differentiated assistance meetings upon request. This year, SELPA also offered two LCAP specific session on April 9 or 29 to field remaining questions from the LEAs, if any, and offer suggestions on serving students with disabilities through the vehicle of the LCAP.
Stakeholders - Esperanza Equity Multiplier	Esperanza High School was identified as a pending recipient of \$50,000 in Equity Multiplier money for 24-25 and again in 25-26 and as a result was required to engage in some form of stakeholder engagement centered on "red" Dashboard data for improvement. Red for Esperanza in the 2024 Dashboard was suspension rate. Examining the suspensions, the administration determined that the bulk of these were due to vaping or related offenses. Knowing that chronic absenteeism is still an ongoing issue at Esperanza and disengagement with school is reported regularly by incoming students and families and continued throughout the year as staff interact personally with students, administration consulted informally with students about what might get them more engaged with schooling through the spring of 2025, and with the site council about means to reduce vaping, increase student engagement, and improve school climate.

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

Staff feedback on their surveys and from those who participated in district meetings that influenced the LCAP included that there remain ongoing concerns for safety at school sites, positive reaction to the hiring of a district librarian and desire to expand library services, there remains a need for additional trainings in trauma-informed practices and the handling of disruptive behaviors in students, and that the most desired area of professional development in the content remains subject-specific training followed by training related to newly adopted curricular materials, differentiation for struggling students, and English Learners. In technology, staff reported wanting greater understanding of artificial intelligence and plagiarism detection, use of smartboards, and then district platforms such as EduClimber and Google suite as well as logistics platforms like the district's Aeries student information system and its Frontline absence management program. This feedback affected district decisions about what professional development to plan for 2025-26 as well as continuance of support for socioemotional counseling, the SAEBRS socioemotional screener, the EduClimber platform, and the bringing in of additional PD around those topics as well

as focusing in on content-specific coaching and training with some work on the other areas raised by the majority of staff. Most of this was already consistent with the initial thoughts of the administrative team, but some adjustments were needed in the face of dwindling budgets in priority placement of funds since not all initiatives could be supported.

Parent feedback from surveys and meetings suggested that parents still are "hit and miss" with their feelings of being welcome at their school sites at times and there is concern over student behaviors and bullying; they would like additional assistance with district platforms such as Aeries and ParentSquare especially among the Spanish-speaking parents. EL parents shared that they want to see a focus on reclassifying their students earlier than middle school and more time spent on EL education/awareness for parents and students in the elementary grades as well; they stated that the district needs to improve communication about student progress in grades and with understanding state testing including the status of being a language learner, and that there should be additional "fun" opportunities to engage with parents at the school sites. These points of feedback find their way into district planning in that the district will be continuing a substantial commitment to school safety - both physical and emotional, as well as support for parent and family friendly events within the LCAP and leverage this as a way to remove potential barriers to student attendance that have led to high absenteeism rate (Actions 3.1 and 3.3). The district IT department will continue growing its capacity to assist not only staff but also now parents in understanding district platforms and offering additional services to parents in both English and Spanish in the area of technology. This was already engaged in during the past year, but parents are still feeling they are missing something and need additional support to better use district technology. The commentary about more fun activities found its way into not only the LCAP (3.3) but also a district board goal to encourage additional meaningful parental engagement with the district, leading to some planned changes in the conduct of meetings and increasing frequency of more "fun" activities that also provide some opportunity to engage with, educate, and learn from parents in the process. Some of these were already implemented in the past year to good turnout, and now GUSD is committed to maintaining the momentum as best as possible. The desires for more and better communication about EL status were shared with administrative team members who have committed to a special EL parent event at the start of the school year. At the district level, additional support is being provided through providing video-based student score reports for the first time that will walk parents through in their home language their students' CAASPP and ELPAC scores.

Student feedback from surveys and the students who attended the student focus groups included notes about increasing use of substances and a need for better vape detectors, decreases in students feeling connected to school, disengagement with their work, some fears of bullying and cyberbullying, and a desire to see more staff members hosting clubs or becoming class advisers. This finds its way into district planning through increasing district attention to making schools an engaging and desired place to be, increasing tools to combat bullying through leveraging web filtering and putting some tools into parent hands (2.2), plans to look at limiting cellphones on all campuses, continuing substance abuse awareness and ramping up a consistent campaign, investigating newer vape detection technology with a pilot program at Esperanza to test it (7.2), increasing partnership with the BCOE cessation/diversion programs (1.6), and a planned three-year program to grow and revitalize the libraries (2.2) - both to increase general literacy but also as part of the desire to make students want to come to and remain at school as well as build relationships with staff through the vehicle of the library. Although not appearing directly in the LCAP, the students' desire at the high school for additional support for class advisers has been noted as an item to discuss with the Gridley Teachers' Association as a potential addition to the list of district stipends.

2

SELPA consultation at the April 9 session was focused on examples for districts going CIM (Compliance and Improvement Monitoring) and no specific suggestions were offered outside of items related to this process.

Equity Multiplier feedback at Esperanza noted that students who end up at Esperanza often feel that school is irrelevant and not useful, and they would prefer offerings that appealed to reality. As a result, the Equity Multiplier goal for Esperanza was influenced in causing plan developers to search for and seek to implement course offerings in electives that are both engaging and hands-on to increase student interest, and thereby meet their needs/wants, but hopefully then to entice them to increase their attendance so that they can participate in the electives. This goal continues into the new year with an additional goal to improve socioemotional supports and supports to improve graduation and attendance through adding a part time social worker to connect with students and families, adding a summer school option, and increasing awareness of vaping given that over 40% of students report using vapes of one sort or another and suspensions for vaping are on the rise, leading to suspensions since they are often marijuana vapes. Summer school was actually requested by students interested in completing their studies faster and the other two were suggested by staff and later supported through research and discussions with the site council.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 and 6: California Healthy Kids Survey (CHKS) Site Safety Metrics	CHKS survey results from end of year surveys (current March 2024): Grades 5, 7, 9, 11 % Safe at School 75/47/68/72 % Antibullying Climate	CHKS survey results from end of year surveys (March 2025): Grades 5, 7, 9, 11 % Safe at School 84/45/--/71		Note: Goals will be considered "met" if all but the 11th graders indicate success. This reflects that the	Year Over Year % Safe at School Grades 5, 7, 9, 11 +9/-2/--/-1 % Antibullying Climate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		68/--/--/-- (no longer after grade 5) % Been Bullied or Targeted 55/53/28/23	% Antibullying Climate 62/--/--/-- (no longer after grade 5) % Been Bullied or Targeted 42/42/--/31		11th grade cohort includes measure of students at Esperanza whose experiences are often considerably different than grade-level peers.	-6/--/--/-- (no longer after grade 5) % Been Bullied or Targeted -13/-11/--/+8
1.2	Priority 5: Chronic Absenteeism Rates as measured by local and/or official means	Baseline official chronic absenteeism from the most recent 2023 dashboard was rated at "Medium" or 22.4%, declining 4.3%. Aeries-based internal calculation of chronic absenteeism at the midpoint of the 23-24 year was 16.8%, a decline of less than 1% over the end of May. At the close of 2024, the estimated chronic absenteeism rate in Aeries was at 14.7%	2024 Dashboard in November reported 18.6% Chronic, an improvement of 3.8 percentage points since 2023. Preliminary CALPADS 14.1 report data from the end of May indicate estimated overall Chronic rates of: McKinley 25.9% Wilson 21.58% Sycamore 17.2% GHS 15.74% Esperanza 69.69% District Overall: 20.18%		Chronic absenteeism will reach and maintain a level under 10%.	Year Over Year from official data (Dashboard): -3.8% Chronic
1.3	Priority 5: Attendance Rate as measured by local means	At the close of 2024, SIS reported attendance rate in EduClimber: 93.3% McKinley 94.7% Wilson	In February 2025, SIS reported attendance rate in EduClimber: 93.72% McKinley 94.55% Wilson		Sites will reach or maintain an overall attendance rate of 95%.	Year Over Year Attendance: McKinley +0.42% Wilson -0.15% Sycamore +0.14% GHS +0.65

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		94.6% Sycamore 95.2% GHS N/A Esperanza	94.74% Sycamore 94.85% GHS N/A Esperanza At end of May: 93.6% McKinley 94.1% Wilson 94.51% Sycamore 94.69% GHS N/A Esperanza			Esperanza N/A
1.4	Priority 6: SAEBRS Emotional Assessment as reported in EduClimber	Spring 2024 SAEBRS Emotional Benchmark Percent at or Above Benchmark K:71.6 1:81.7 2:82.1 3:97.2 4:77.8* 5:59.4* 6:81.5 7:77.6 8:81.6 9:80.1 10:82.3 11:76.8 12:88.0 *Indicates lower than expected student counts due to lack of teacher participation (under 50%).	Spring 2025 SAEBRS Emotional Benchmark Percent at or Above Benchmark K:84.6* 1:84 2:---* 3: ---* 4: ---* 5: ---* 6:74.2 7:84.6 8:73.0 9:85.2 10:87.3 11:82.3 12:82.5 *Indicates lower than expected student counts due to lack of teacher participation		All grade levels will show at or above 80% of students at benchmark for emotional skills and risk analysis.	Spring to Spring SAEBRS Emotional Benchmark K:+13%* 1: +1.9% 2:---* 3: ---* 4: ---* 5: ---* 6: -7.3% 7:+7.0% 8: -8.6% 9:+5.1% 10:+5% 11: +5.5% 12: -5.5% *Indicates lower than expected student counts due to lack of teacher participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Priority 6: SAEBRS Social Assessment as reported in EduClimber	Spring 2024 SAEBRS Emotional Benchmark Percent at or Above Benchmark K:71.6 1:80.2 2:79.3 3:93.6 4:85.2* 5:78.1* 6:76.9 7:69.8 8:76.8 9:85.4 10:89.0 11:85.2 12:93.0 *Indicates lower than expected student counts due to lack of teacher participation (under 50%).	Spring 2025 SAEBRS Social Benchmark Percent at or Above Benchmark K:69.2* 1:92.1 2:---* 3:---* 4:---* 5:---* 6:79.8 7:83.7 8:71.0 9:82.6 10:85.6 11:83.1 12:85.3		All grade levels will show at or above 85% of students at benchmark for social skills and risk analysis.	Spring to Spring SAEBRS Social Benchmark K: -2.4%* 1: +11.9% 2:---* 3:---* 4:---* 5:---* 6:-2.9% 7:+13.9% 8: -5.8% 9: -2.8% 10: -3.4% 11: -2.1% 12: -7.7% *Indicates lower than expected student counts due to lack of teacher participation
1.6	Priority 6: CHKS Climate Metrics from the School Climate Report Card composites	CHKS survey results from end of year surveys (current March 2024): Grades 5, 7, and 11 % Connected to School 68/49/54 % Academic Motivation 82/53/55 %Caring Relationships with Staff 66/53/56 %High Expectations by Staff	CHKS survey results from end of year surveys (current March 2025): Grades 5, 7, 11 % Connected to School 72/46/58 % Academic Motivation 85/58/62		% Connected to School 70/70/70 % Academic Motivation 85/60/60 %Caring Relationships with Staff 70/60/60 %High Expectations by Staff 85/75/75	Spring to Spring CHKS survey results from end of year surveys Grades 5, 7, 11 % Connected to School +4/-3/+4 % Academic Motivation +3/+5/+7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		83/67/71 %Meaningful Participation 38/22/23 %Perceived School as Safe 69/47/70 %Victimization (% with ZERO issues) 51/63/77 % Antibullying Climate 66/--/-- (no longer after grade 5) %Parental Involvement in Schooling 78/37/42 %No Substance Use at School --/90/95 %Facilities Well Kept 50/29/56	%Caring Relationships with Staff 72/53/66 %High Expectations by Staff 90/63/78 %Meaningful Participation 39/26/16 %Perceived School as Safe 84/45/71 %Victimization (% with ZERO issues) --/63/-- % Antibullying Climate 62/--/-- (no longer after grade 5) %Parental Involvement in Schooling 79/49/52 %No Substance Use at School --/94/-- %Facilities Well Kept 55/28/46		%Meaningful Participation 45/30/30 %Perceived School as Safe 75/75/75 %Victimization (% with ZERO issues) 80/80/80 % Antibullying Climate 75/--/-- (no longer after grade 5) %Parental Involvement in Schooling 80/45/45 %No Substance Use at School --/99/99 %Facilities Well Kept 65/65/65	%Caring Relationships with Staff +6/unchanged/+10 %High Expectations by Staff +7/-4/+7 %Meaningful Participation +1/+4/-7 %Perceived School as Safe +15/-2/+1 %Victimization (% with ZERO issues) --/Unchanged/-- % Antibullying Climate -4/--/-- (no longer after grade 5) %Parental Involvement in Schooling +1/+12/+10 %No Substance Use at School --/+4/-- %Facilities Well Kept +5/-1/-10
1.7	Priority 6: District Suspension Rates as measured by both official means (Dashboard) and local measures (Aeries	At the close of 2024 school year, the locally estimated suspension rate in the district was 4.8% in GUSD.	The 2024 Dashboard showed 4.7% suspension rate, an improvement of		GUSD overall suspension rate will fall to under 4%.	Year Over Year Estimates of Suspension Rate All Students -1.2%. Asian +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and/or Preliminary CALPADS data).	<p>Among subgroups, end of 2024 estimates were:</p> <p>Asian 0%</p> <p>English Learners: 9.4%</p> <p>Foster Youth: 12.5%</p> <p>Hispanic: 4.3%</p> <p>Homeless: 21.7%</p> <p>Socioeconomically Disadvantaged: 4.1%</p> <p>Students with Disabilities: 11.3%</p> <p>Two or More Races 6.3%</p> <p>White: 6%</p>	<p>1 percentage point over the previous year. At 2024-25 midyear in February, suspension rate overall is an estimated 3%. Among subgroups, 2024 Dashboard showed official rates of</p> <p>Asian 1.4%</p> <p>English Learners: 3.5%</p> <p>Foster Youth: N/A</p> <p>Hispanic: 4.1%</p> <p>Homeless: 8.9%</p> <p>Socioeconomically Disadvantaged: 4.9%</p> <p>Students with Disabilities: 7.9%</p> <p>Two or More Races 7.8%</p> <p>White: 5.8%</p> <p>At last week of May2025, estimated suspension rates using CALPADS 7.11 data by school were:</p> <p>McKinley <1%</p> <p>Wilson 1.8%</p> <p>Sycamore 6.6%</p>		<p>Suspension rate for foster and homeless youth will fall under 8% each. Other subgroups shall remain under 8%.</p>	<p>English Learners: -5.9%</p> <p>Foster Youth: N/A</p> <p>Hispanic: -0.24.1%</p> <p>Homeless: -12.8%</p> <p>Socioeconomically Disadvantaged: +0.8%</p> <p>Students with Disabilities: -3.4%%</p> <p>Two or More Races +1.5%</p> <p>White: -0.2%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			GHS 6.7% Esperanza 21.7%			
1.8	Priority 6: Gridley High School Suspension Rates (Dashboard)	2023 Dashboard baseline results show Overall: 9.2% Asian 0% English Learners: 15.2% Foster Youth: N/A Hispanic: 10.2% Homeless: N/A Socioeconomically Disadvantaged: 10.5% Students with Disabilities: 10.2% Two or More Races N/A White: 8.4%	2024 Dashboard results show Overall: 9.2% Asian 4% English Learners: 4.2% Foster Youth: N/A Hispanic: 4% Homeless: 0% Socioeconomically Disadvantaged: 5.3% Students with Disabilities: 12.1% Two or More Races N/A White: 8.4%		GHS suspension rate will fall to an overall of 5% with no subgroup over 10%.	Year Over Year GHS Overall: Unchanged Asian +4% English Learners: -11.0% Foster Youth: N/A Hispanic: -6.2% Homeless: Unchanged Socioeconomically Disadvantaged: -5.2% Students with Disabilities: +1.9% Two or More Races N/A White: Unchanged
1.9	Priority 6: Expulsion Rate	Expulsions in 23-24 numbered 3 of 1995 students, for a rate of 0.15%.	Revised Dataquest shows 2 students expelled in 23-24 for a rate of 0.1%. In 24-25, one expulsion took place.		GUSD will maintain an expulsion rate at or below 0.15%.	Year Over Year Expulsions -0.05%
1.10	Priority 8: Physical Fitness Test Participation	At end of testing window in May, district participation rate was 96.8%. with GHS the highest at 99.4%	2025 fitness testing results as entered into Aeries was mixed, with Wilson entering		All sites will reach and maintain 97% participation in fitness testing.	Year over Year Fitness Participation -36.32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		followed by Sycamore at 97.8% and Wilson at 94.8%.	results for 100% of Flexibility, down to a low of 32.3% in abdominal strength. Sycamore has 100 percent participation recorded in Flexibility and a low of 86.4% in Aerobic Capacity. GHS had 76 percent in Flexibility and a low of 35.7% in Trunk Strength. Average Participation was 60.48% this year.			
1.11	Priority N/A: Referrals to Local Service Providers - Children's Hope	New program - current baseline is zero referrals.	Two referrals to Children's Hope reported by GUSD counseling staff.		GUSD will refer to Children's Hope counseling services at least 25 students or families across the district annually.	Year Over Year +2 Referrals
1.12	Priority N/A: Bus Ridership as reported by transportation department.	Of 504 reported bus riders, 418 were socioeconomically disadvantaged - 83%. District enrollment in 2024 was 1995, so just over 25% of students took regular advantage of bussing.	Of 436 reported bus riders, 307 were socioeconomically disadvantaged - 70%. District enrollment in 2024 was 2002, so just under 22% of		Maintain bus ridership at 80% or higher socioeconomically disadvantaged and 25% or higher overall ridership.	Year Over Year Low Income -13% Overall -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students took regular advantage of bussing.			
1.13	Priority N/A: Review and Revision of GUSD Wellness Policy	As of the end of 2024, GUSD Wellness Policy had not been substantially reviews and updated since inception and passage in 2018-19.	Wellness Committee met in Fall and new draft policy was adopted in February, 2025. After initial implementation, additional changes expected for start of 25-26 following feedback.		GUSD will review key points of wellness policy annually and critically review entire policy every three years as evidenced in meeting agendas and policy revisions.	Change +1 (from ZERO) - Policy was reviewed.

Goal Analysis [2024-25]

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

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

As a maintenance of progress goal, the funding and actions here have largely been pre-established and support ongoing efforts to improve perceptions and reality of campus and district safety and encourage family engagement by reducing the possible barriers to attendance of fearfulness. This goal is also inclusive of a district priority to create a safe environment for students that is free of bullying and also healthful both mentally and physically, so part of the actions here include revisions to a districtwide wellness policy, provision of specialist PE teachers at the elementary grades to improve student fitness, support for school counselors at all sites, and health aides stationed at all sites. Additionally, support to maintain and improve school climate through PBIS initiatives is present. Also included here is funding to support the Home to School transportation in the district to offset rising costs of running this service and to ensure student safety since the community has a major highway and a set of very active train tracks that trisect the district. Newer, - to increase awareness of vaping and substances due to an increased level of their use in some student groups. All actions within the goal were undertaken this year. For specifics on the implementation of each individual action ,see below.

1.1

All school site safety plans were reviewed, bringing in consultation from Gridley PD and Site Councils. Last year, consultation also occurred with an independent threat assessment provided by Department of Homeland Security. As a result, and funds permitting, additional cameras were added or upgraded at Esperanza and GHS this past year. Catapult EMS was used on a number of sites to warn of localized threats or events such as the shooting at Feather River Adventist near Oroville, and during incidents specifically on the GHS campus. Campus supervisor positions were filled (2 at GHS and one at Sycamore), assistant principals were maintained at Sycamore and Wilson, and drills

were held at all school sites as required under California law. By year's end, additional access control devices and camera components had been acquired through partnership with Butte County Office of Education.

1.2

PBIS implementation at all school sites was supported in the form of incentives for the student stores and drawings at McKinley, Wilson, Sycamore, and GHS. The GHS Activities Director position was staffed, and WEB and Link Crew programs were supported and continued their activities at Sycamore and GHS inclusive of supplies for student WEB and Link Leaders as well as trainings and event supplies and training. PBIS conference attendance did not occur this year nor did site participation in the evaluation of their PBIS programs through the fidelity inventory assessment so this is a known area of growth for the coming year.

1.3

Funds were set aside to support a socioemotional counselor position at each school site as well as supporting a 1.0 FTE additional school psychologist. The Wilson school counselor position went largely unfilled until mid-spring following the move of the site counselor to the Esperanza site to fill a vacancy there. This was a challenge for Wilson which had come to count on this position to deliver scheduled Tier 1 lessons to students in socioemotional learning. The site mitigated this somewhat through maintenance of a classified level wellness aide position and through occasional emergency deployment of a counselor from other sites when students needed immediate assistance with an acute mental health issue. The SAEBRS socioemotional screener was used at all school sites multiple times and data reviewed by key staff for purposes of meeting student needs in academic, social, and emotional needs. Wilson staff did not participate in the third administration however, which was a challenge in that year over year change in the emotional health of students could not be measured. SEL curriculum was identified for use at both elementary (Character Strong) and secondary (Second Step) levels and purchased which was a success in that previously little agreement was had by staff in choosing curriculum to use for Tier 1.

1.4

The district wellness plan that was originally created five years in the past was reviewed after a new panel of community and district personnel was convened. A revised policy was crafted and board approved by late winter. Following initial implementation of the purchasing restrictions in the plan, the committee has already begun reconvening by late spring to further amend and adjust the plan for clarity and to take into account unforeseen implementation questions that rose at first approval.

1.5

District wellness and health of students was further supported through financial support for the Wilson Track Meet, the Special Education Track Meet, and Wellness Fair events. Support for 2.0 FTE of additional physical education teachers was also provided, focused on providing services at the elementary level. Additionally, substantial funding was provided to support the continuance of athletics at GHS including transportation costs, rental of facilities at the fairground for additional space, required testing and refurbishment of football safety gear, and the like.

1.6

GUSD continued partnership with cessation counselors from Butte County Office of Education and provided referrals for counseling to Victor Services as well as local Children's Hope organization. Partnership with Thermalito school district continued in sharing a 1.0 FTE additional school nurse position. GUSD further continued supporting health aides through the bulk of the school day at all school sites. GUSD also

continued supporting use of the Compass (formerly Suite 360 by Navigate 360) online curriculum to act as a behavioral intervention intended to be used in lieu of initial suspensions for students.

1.7

GUSD continued provision for staffing and some supplies purchases within the Transportation Department.

1.8

Suspensions at Gridley High were monitored periodically due to the Red level suspensions indicated at the school in the previous 2023 Dashboard results

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

Action 1.1 was materially overspent from budgeted due to additional cameras being added to cover areas of Esperanza and Gridley High along with an upgrade of campus radios for Wilson that better penetrate walls and that are capable of tying in to the other sites' radio system and using the radio repeater for increased distance located on the bus barn.

Action 1.7 was materially underspent as funds were shifted to cover the increases in Action 1.1. Although funding was still needed to support the 1.7 action for providing home to school transportation, district administration made a midyear decision to pivot and shift some of that back to general fund following a partial bussing reimbursement from the State.

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

The overall target of this goal is maintaining and increasing safety and wellness on campuses in the district. As such, collectively the goal is on track to continued success. However, as there are always ups and downs within the metrics that make up the collective totality, there is still work to be done. See below for the relative success or progress on each of the actions that make up Goal 1.

1.1

The action as a whole was largely successful - positions were all staffed throughout the year, camera systems upgraded or added to, and required drills occurred. An area of improvement noted was in providing sufficient staff training for ALL staff in the Catapult emergency system, as on several occasions during alerts, multiple staff - most notably substitutes on campus for the day - did not receive timely notifications. As students still report a lowered sense of campus safety, this is an area that still needs additional work. For instance, insufficient training procedures are in place to ensure that all staff, including substitutes, are trained in the Catapult system including how to set up their phones to receive notices.

1.2

This action was of mixed success. Although the expenditures continued to support the purchase of incentives at school sites, the staff training and fidelity measurements agreed upon by the administrative team did not occur at sites. This is a definite concern as GUSD moves into the next year of the current LCAP given that attendance continues to lag, self reports of safety on campus are still not at target, and at both secondary sites, the number of incidents classified as fights was over 20 at each site.

1.3

As an action, this was successful overall with the noted lack of ability to staff a counselor at Wilson for the bulk of the year. The staff turnover in the counseling staff made it difficult to effectively enact Tier 1 SEL lessons at all school sites since Wilson was without a counselor throughout the majority of the year while at another site, there was difficulty with staff buy-in to implement the chosen lesson series. With regard to the effectiveness of this action to the overall goal, this is mixed as measurement of year over year SEL results at all sites wasn't possible given the failure of the Wilson site to administer the third required SAEBRS. CHKS results suggested that there is still room to improve student feelings of satisfaction in the secondary grades however - with special need at the middle school level.

1.4

The wellness plan action was initially successful as the plan was revised and approved, but within weeks of its official adoption and implementation, issues with what is allowable or not in terms of rewards and incentives became obvious as past practices around rewarding students with food products, often junk food, continued to occur. It has been taken back for further revisions and clarity.

1.5

This action to support PE teachers at elementary plus healthy student/family events was successful with very solid attendance at the events and the retention of two FTE of teachers throughout the year. GHS athletics was able to provide all that was needed for students in sports without having to charge student transport or other fees to athletes.

1.6

Referrals to BCOE cessation counseling were successful with 25 high school and 3 middle school students referred for tobacco and/or nicotine services. BCOE staff also conducted outreach with over 125 students a semester such as Red Ribbon Week and Take Down Tobacco Week in spring. Health aide positions were consistently filled as were the nurse positions.

1.7

Provision for transportation support was successful with the budgeted amount allotted actually being underspent considerably, and no disruptions to student transportation this year due to staffing shortages. Students requiring transportation due to being out of district and homeless also their needs being met as well due to the additional staffing levels supported by this action item which allowed staff to pivot quickly to support those students living out of district.

1.8

This action was moderately successful. Although not monitored monthly with fidelity by district staff, trends in changing needs of the campus were noted. For instance, it was noted that suspensions improved overall, but changed in frequency based on offense - there was more fighting on campus this year than previously but vaping seems to have decreased somewhat. It was also noted that the site did not use the purchased Compass curriculum as an alternative to suspensions with fidelity as only a handful of lessons were assigned, much fewer than the other sites which used the interventions with greater frequency.

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

Action 1.1 will be taking a more central focus next year as the system of onboarding employees and providing trainings around Catapult and other district protocols is being revamped. Action 1.1 also sees addition of a full-time school resources officer funded by Learning Recovery Block Grant funds, whose duties lie within the campus safety area as well as supporting an integrated holistic approach to allowable use C addressing other barriers to learning as an additional support to which referrals can be made for home safety, home visits, etc. (see also Goal 3, Action 3).

Action 1.2 is being re-examined as well in practice as it relates to Action 1.4 the wellness policy to come to a better understanding of what appropriate rewards and incentives look like in practice.

Action 1.3 is not being revamped per se, but in order to maintain staffing of one SEL counselor per school site, Learning Recovery Block Grant funds are being deployed to help defray the costs of that service under the umbrella of integrating pupil supports to address barriers to learning through provision of counseling. This was consistent with the findings of the year's needs assessment in which students continue to report increased anxiety, lack of attachment to school, and other socioemotional or mental issues as well as continued concerns of safety and bullying.

Similarly, within Action 1.6, the team is maintaining what had been thought to be a temporary COVID-era increase in nursing staff. GUSD will be retaining a halftime additional nursing position that was previously funded with now-expired COVID funds and will be funded moving forward with the Learning Recovery Block Grant in response to continued enrollment of high needs students in the district with physical disabilities beyond the scope of the existing 1.0 nurse to adequately address (for instance, the overall special education population of the district has increased 50% since the last pre-pandemic year). As special education students remain the single most chronically absent within the district, the additional nursing staff is being added to help provide additional support (see Action 1.6). This position is also expected to assist as needed in helping assess health needs of students who might be experiencing chronic health issues that are creating attendance barriers, something the district has seen an uptick on since COVID given that chronic absenteeism has not dropped to pre-pandemic levels. Action 1.8 is not being revamped, but more fidelity to ongoing discussions of discipline data with administration will be occurring.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implement, monitor, and evaluate GUSD safety plans.	<ul style="list-style-type: none"> School sites utilize a safety plan vetted and approved by local law enforcement Conduct threat assessment and identify action items at each site (e.g., PA system, cameras, panic gates, buzzer doors, etc.) Provide training on Catapult Emergency Management System district wide 	\$664,116.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide training and access to crisis prevention, intervention, and response • Increase parental involvement and awareness of efforts to improve safety on campuses • Maintain regular practice of drill procedures at all sites • Review Homeland Security report for opportunities for improvement • CONTINUE SUPPORT FOR ESTABLISHED CAMPUS SUPERVISORS AND ADDITIONAL ADMINISTRATORS (VPs) <p>This action's funding is inclusive of what is needed to implement the safety plans, including the Catapult EMS system, trainings for site safety as outlined in the plans, campus physical security improvements, and personnel to monitor campus safety and student discipline issues.</p> <p>Added for 2025-26 using LRBG funding is a contract with Gridley police department to provide one school resource officer for the district for an estimated \$125,000. This position also serves to assist in Goal 3 around the position's role in assisting with implementing home visitations and conducting family and community outreach around improving student attendance and attendance will be the metric of success for this.</p> <p>This action item serves to affect and be measured through indicators of student chronic absenteeism in that students who feel unsafe or unwelcome on campus are less likely to attend, and also through the vehicle of the campus climate surveys each spring as stakeholders report back their perceptions of campus safety.</p>		
1.2	Full PBIS Implementation for K-8 Schools	<ul style="list-style-type: none"> • Partner with the California Positive Behavior Intervention and Supports (PBIS) Coalition (e.g., BCOE) to conduct a Tiered Fidelity Inventory (TFI) and understand PBIS implementation at each site • Establish PBIS teams at each site to create and execute an annual action plan 	\$101,762.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Provide resources for PBIS implementation and access to ongoing PBIS professional development <p>This action's funding is inclusive of supporting training and attendance for PBIS conference, signage, support for the site PBIS teams and student incentive programs, plus student-run programs including WEB at Sycamore, Link Crew at GHS, etc. plus personnel to oversee some of this such as the activities director for Gridley High.</p> <p>This action serves to affect and be measured by increased student attendance, reduction in undesired behaviors on campus as measured by suspension rates, and improved outcomes as expressed on student climate surveys. As students report somewhat better climate results for Gridley High, this action is primarily focused on the elementary and middle schools.</p>		
1.3	Maintain socioemotional learning (SEL) supports	<ul style="list-style-type: none"> Maintain or increase SEL focused counselors for school sites. Increase proactive SEL presence over focus on reactive counseling at all school sites <p>This action's funding is inclusive of continuing support for socioemotional counselors and additional psychologist support at all school sites and providing them with the curricular tools and trainings to implement proactive tier 1 SEL programs at each school appropriate to the student population, including a universal screening tool for SEL needs in students - SAEBRS. It will include also increasing staff awareness and systems of support for students through site-based program implementation appropriate to their student populations and provision for staff training in SEL supports for counseling and non-counseling staff. This has been a highly sought-after PD topic for several years of the district PD surveys.</p> <p>New for 2025-26, GUSD is continuing to support the deployment of socioemotional counselors at each site through split-funding them with Learning Recovery Block Grant funds (\$284,125) under allowable use C for integrating evidence-based pupil supports and training including</p>	\$705,854.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>provisions for counseling and mental health services. The ongoing data of the Healthy Kids survey continues to show a need for mental health supports to students, and research does demonstrate that counselors at school sites assist with improving school climate, reducing absenteeism, and increasing connectedness to schools as well as graduation rates (Beran and Tutty 2002; Franklin et al. 2009; Lapan et al 2012). Absenteeism rates and the Healthy Kids survey data on connectedness will be the metrics against which this is measured.</p> <p>This action serves to affect and be measured by seeing improvements in suspension rates, student responses to the annual Healthy Kids surveys for all students, and through improved outcomes on the SAEBRS (K-5) or mySAEBRS (6-12) emotional tools for all students, but especially for the students in the unduplicated pupil group through disaggregating the data.</p>		
1.4	Implement, monitor and evaluate the district wellness plan based on district needs.	<ul style="list-style-type: none"> Identify appropriate stakeholder groups to review, revise, and monitor the GUSD wellness plan <p>At inception of the 24-27 LCAP cycle, this action item serves to represent a part of the Governing Board goals for the same period that currently does not have a dollar amount or any unduplicated pupil group associated with it, but may in the future following review of the dated wellness plan which was enacted pre-pandemic, especially should the revised plan have any special callouts related to the unduplicated pupil count.</p>	\$0.00	No
1.5	Increase physical and mental health awareness and habits in students.	<ul style="list-style-type: none"> Organize relevant events to promote and strengthen positive and healthy habits for life (e.g., Wellness Day, Farm to Table, SPECIAL EDUCATION TRACK MEET, GIRLS ON THE RUN, WILSON TRACK MEET) 	\$315,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Maintain student access to social-emotional counselors and adopted K-8 Social-Emotional Learning (SEL) Curriculum • MAINTAIN PROVISION FOR SPECIALTY PHYSICAL EDUCATION TEACHERS FOR ALL ELEMENTARY GRADES • MAINTAIN SUPPORT FOR ADDITIONAL ATHLETICS FUNDING IN SECONDARY GRADES <p>This action's funding is inclusive of providing elementary students access to credentialed physical education teachers to ensure they receive high quality PE services and their legally required minutes of PE. It also provides funding to subsidize middle and/or high school athletics to provide cost-free opportunities to students to participate in home and travel games and to work with safe and up-to date sports equipment.</p> <p>This action serves to affect and be measured by participation rates in the state physical fitness tests in elementary grades, required minutes of PE are built into and verified in the master schedules of the elementary school sites and taught by appropriately credentialed individuals, and student participation in athletics increases or is at least maintained in the upper grades.</p>		
1.6	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	<ul style="list-style-type: none"> • Utilize parent liaison for community outreach and referrals (SEE ALSO ACTION 3.1) • Leverage resources provided through social-emotional counselors and district-wide nurses <p>This action's funding is inclusive of providing for alternative diversion programming such as Navigate360 that can be used in lieu of or in combination with suspension for offenses such as vaping and drug possession and for the support of educational programming for students and/or parents about vaping, as well as provision for additional cessation specialists should GUSD no longer be able to partner with the Tobacco Use, Prevention, and Education providers from Butte County Office of Education. This action also maintains funding for district health staff at each school site including site-based health aides and an additional .5 FTE</p>	\$239,319.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school nurse funded through Learning Recovery Block Grant funds (\$33,836). The retention of the additional nurse serves to assist in the provision of integrated student supports such as access to healthcare on campus, and GUSD has noticed an increased presence of special needs students requiring specialized medical care within the district, plus a number of chronically absent families cite ongoing health as the reasons for their students' absences. Research supports the assertion that additional nursing staff can improve student attendance rates (CDC, 2023; Maughan et al. 2020).</p> <p>This action serves to affect and be measured by monitoring changes in the types of discipline incidents noted in the Aeries Assertive Discipline tables and reportable to the state to look for decreases in the number of incidents related to possession or use of vapes, tobacco, and drugs. An additional expected measure here is improvements in students' responses to the Healthy Kids survey each spring where they self-report substance use. Additionally, it is expected that attendance rates will be positively affected through increased screening and treatment of minor health issues by nursing staff before they lead to longer absences.</p> <p>Although this issue of vaping is most prevalent at the secondary grades at the moment, these actions will carry throughout the district in order to build healthier habits and awareness in students early on, both in terms of the vaping issue and in the general physical health aspect addressed by this action.</p>		
1.7	Fund Home-to-School Transportation	<p>Provide funding for the maintenance of GUSD home-to-school transportation exclusive of mandated special education transportation, including the driver staffing, mechanical support, dispatch, fuel, and supplies to maintain the GUSD motor pool and serve students and families through providing no-cost transportation to school.</p> <p>This action's funding is inclusive of staffing and materials costs to support the GUSD home to school transportation program throughout the district.</p>	\$331,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action serves to affect and be measured by the number of students taking advantage of home to school transportation. Current baseline numbers provided by transportation department show an average of 251 riders per day and just over 500 students signed up for transportation.		
1.8	Gridley High School Suspension Monitoring	GHS was identified on the CA Dashboard as being red for excessive suspensions for its ELs, low income students, Hispanic students, and its White students. As a result of an ongoing pattern in suspensions, the GUSD district office will monitor the suspension rate of Gridley High on a monthly basis disaggregated by subgroup through the close of the first semester and examine all suspension cases for appropriate application of alternative to suspension prior to students being suspended except in cases of those required to be suspended under ed code. Should the district find that the site is not on track to reduce its suspension rate for the site for two months in a row, additional steps will be discussed with the site administrators and district superintendent to improve conditions at the site. Should progress be evident at end of fall semester, frequency of checks will drop to quarterly.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1: Appropriate Teacher Assignments measured by HR office records	For 23-24, the HR office reports that there were no misassignments by the October 4 Census Date. At year's end due to unforeseen staffing changes mid-year, HR	GUSD HR department reports three misassignments this year based on teachers assigned student assistants without a properly executed (signed)		Reach 100% fully credentialed and assigned teachers at all times with the exception of local board assignments.	N/A at Time of Publishing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		office anticipates two misassignments.	agreement on file as required by ed code to take on a student assistant (a TA).			
2.2	Priority 1: Sufficient and current instructional materials in all core subject areas as measured by annual Williams Act certification by eighth week of the school year.	By the beginning of 24-25 school year, adopted materials exist in all core subjects at all grade levels under 10 years in age but one. Math materials are currently nine years old, as their adoption was extended in anticipation of CDE releasing a new approved materials list in 1-2 years.	Adopted materials are in place for all core subjects in K-8, including a new ELA and a new ELD curriculum. Math is expected to be reviewed in late 2025 once the state releases a new adoption list. As 2024-25 closed, new science materials were being adopted for GHS.		All core instructional materials/curriculum in GUSD will be no older than 10 years from time of original adoption.	Math materials are the only remaining over 10 years of age.
2.3	Priority 1: Library Circulation and Collection data from Destiny library database	2023-24 School Year Wilson Collection Size 7128 Average Age of Collection 1998 Items per student 11.4 Circulation 13145 Sycamore Collection Size 6035 Average Age of Collection 1996	2024-25 School Year Wilson Collection Size No Update Average Age of Collection No Update Items per student No Update Circulation No Update Sycamore Collection Size 6549		Collection size will show at least a 1% improvement, average age of collection will move up at least one year, and circulation will increase 3% or more. Wilson Collection Size 7200 Average Age of Collection 1999	2024-25 School Year Wilson Collection Size No Update Average Age of Collection No Update Items per student No Update Circulation No Update Sycamore Collection Size +514

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Items per student 8.4 Circulation 3353</p> <p>GHS Collection Size 3391 Average Age of Collection 1999 Items per student 5.2 Circulation 430</p>	<p>Average Age of Collection 1999 Items per student 9.9 Circulation 2472</p> <p>GHS Collection Size 3120 Average Age of Collection 2002 Items per student 5.0 Circulation 510</p>		<p>Items per student 11.5 Circulation 13540</p> <p>Sycamore Collection Size 6100 Average Age of Collection 1997 Items per student 8.5 Circulation 3450</p> <p>GHS Collection Size 3425 Average Age of Collection 2000 Items per student 5.3 Circulation 500</p>	<p>Average Age of Collection +3 years Items per student +1.5 Circulation -881</p> <p>GHS Collection Size -271 Average Age of Collection +3 years Items per student -0.2 Circulation +80</p>
2.4	Priority 2: Programs and Services enabling all students, including ELs, to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	<p>Explicit designated ELD delivery at the K-1 level is planned for the 24-25 schedule. In grades 2-5, students receive designated ELD period 2-3 times weekly. Designated periods of English Language</p>	<p>Students receive varying minutes of designated ELD weekly: In Kinder, 35-50 In 1, 45-90 In 2/3 - 100 In 4/5 150 In 6-8 ~225 In 9-12 ~280</p>		<p>Students in grades K-5 will receive designated ELD services in protected time at least twice weekly. Students in grades 6-12 will maintain at least one period of designated ELD support.</p>	<p>Elementary ELD Missed 8 weeks due to not starting until November. ELD stopped 2 weeks before the end of school.</p> <p>Secondary ELD</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Development continue to exist in grades 6-12. All EL students are enrolled in EL services unless waived in writing annually by parent.	Waivers on file for all NOT receiving services. Delivery of the new English 3D materials began day 1 in 6-12 but was delayed to November in K-5 to accommodate site admin prioritization of their ELA rollout.		All EL students will receive designated ELD services weekly unless a parent waiver of services is on file annually.	Met five days a week all year per standard schedule.
2.5	Priority 2: Staff responses on annual Common Core State Standards Implementation Survey	The 23-24 results indicate: In ELA, staff rated an average of 4.17/5, with the most common response being in the "Full and Sustainable Implementation" - and very few were down in lower levels (5 respondents). In ELD, staff rated an average of 3.67/5, with the most common response being "Initial Implementation" by 7 respondents. In math, staff rated 4.0/5 with the most common response being "full implementation". In science, staff rated 3.4/5 with the most	Results of the 24-25 survey: ELA: 4.2 ELD: 4.0 Math: 3.8 Science: 3.2 History: 3.4		Maintain all indicators that are averaging 4.0 or higher and raise all others by 0.25 or more.	Year Over Year: ELA: +.03 ELD: +0.13 Math: -0.2 Science: -0.2 History: +0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		common response being in "Full Implementation". In social studies, staff rated 3.3/5 with the most common response of "Full Implementation".				
2.6	Priority 8: FastBridge earlyReading (K-1) and aReading (2-5) by socioeconomic status disadvantage level - Students at or above Benchmark	Spring 2024 earlyReading SED 50.00% Non-SED 46.00% aReading SED 50.14% Non-SED 49.39%	Winter 2025 earlyReading SED 25% Non-SED 45% aReading SED 44% Non-SED 49% Spring 2025 earlyReading SED 43.9% Non-SED 44.8% aReading SED 44% Non-SED 57.7%		Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyReading SED 55% Non-SED 51% aReading SED 55% Non-SED 55%	Spring to Spring earlyReading SED -6.1% Non-SED -1.2% aReading SED -6.14% Non-SED +8.31%
2.7	Priority 8: FastBridge earlyReading (K-1) and aReading (2-5) by ethnicity - Students at or above Benchmark	Spring 2024 earlyReading White 58.43% Latino 46.00% aReading White 55.78% Latino 36.18%	Winter 2025 earlyReading White 30% Latino 43% aReading White 58% Latino 40% Spring 2025		Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyReading White 65% Latino 51%	Spring to Spring earlyReading White -10.53% Latino -5.6% aReading White +0.92% Latino +17.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			earlyReading White 47.9% Latino 40.4% aReading White 56.7% Latino 53.2%		aReading White 61% Latino 40%	
2.8	Priority 8: FastBridge earlyReading (K-1) and aReading (2-5) by EL status - Students at or above Benchmark	Spring 2024 earlyReading EL 38.78% Non-EL 53.49% aReading EL 18.07% Non-EL 53.99%	Winter 2025 earlyReading EL 25% Non-E 39% aReading EL 31.0% Non-EL 56% Spring 2025 earlyReading EL 25% Non-EL 47.7% aReading EL 33.3% Non-EL 62.4%		Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyReading EL 42% Non-EL 58% aReading EL 20% Non-EL 60%	Spring to Spring earlyReading EL -13.78% Non-EL -5.79% aReading EL +15.23% Non-EL +8.41%
2.9	Priority 8: FastBridge earlyReading (K-1) and aReading (2-5) by student with disability status (SWD) - Students at or above Benchmark	Spring 2024 earlyReading SWD 40.30% Non-SWD 54.31% aReading SWD 23.23% Non-SWD 55.25%	Winter 2025 earlyReading SWD 25% Non-SWD 39% aReading SWD 32.5% Non-SWD 62.7% Spring 2025 earlyReading		Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyReading SWD 44% Non-SWD 60%	Spring to Spring earlyReading SWD -11.5% Non-SWD -5.91% aReading SWD +12.67% Non-SWD +5.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD 28.8% Non-SWD 48.4% aReading SWD 35.9% Non-SWD 60.3%		aReading SWD 26% Non-SWD 61%	
2.10	Priority 4: CAASPP ELA for Elementary	2023 CAASPP in grades 3-5 in ELA averaged 15.7 points below standard as reported in the Dashboard (Yellow). ELs -41.7 (Orange) Low Income -24 (Yellow) Disabled - 92.1 (Red) Preliminary 2024 CAASPP in ELA for grades 3-5 shows 27 points below standard while ELs -77 Low Income -33 Disabled -108	2024 Dashboard results show for ELA CAASPP in grades 3-5 averaged 26.9 points below standard, a decline of 11.2 points (Orange) ELs -50.1 (Orange) Low Income -36.1 (orange) Disabled -97.9 (Red) Preliminary 2025 CAASPP in ELA for grades 3-5 shows 26 points below standard while ELs -87 Low Income -32 Disabled -109		Reduce "distance from three" for each subgroup by at least 10% from baseline as officially reported in the Dashboard. ELs -35 or better LTELs N/A for elementary Low Income -20 or better Disabled -82 or better	Prelim spring to prelim spring: CAASPP in ELA for grades 3-5 All students +1 ELs -10 Low Income +1 Disabled -1
2.11	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by	Spring 2024 earlyMath SED 36.63%	Winter 2025 earlyMath SED 22%		Students will increase proficiency by	Spring to Spring earlyMath SED -1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	socioeconomic status disadvantage level - Students at or above Benchmark	Non-SED 38.71% aMath SED 51.91% Non-SED 55.26%	Non-SED 57% aMath SED 45% Non-SED 60% Spring 2025 earlyMath SED 35.0% Non-SED 50% aMath SED 51.1% Non-SED 59.8%		approximately 10 percent over their baseline level, rounded off. earlyMath SED 35.0% Non-SED 42% aMath SED 56% Non-SED 60%	Non-SED +11.29% aMath SED -0.81% Non-SED +4.54%
2.12	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by ethnicity - Students at or above Benchmark	Spring 2024 earlyMath White 49.44% Latino 30.00% aMath White 58.61% Latino 49.87%	Winter 2025 earlyMath White 51% Latino 30% aMath White 64% Latino 45% Spring 2025 earlyMath White 47.9% Latino 31.4% aMath White 60.5% Latino 47.4%		Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyMath White 55% Latino 33% aMath White 65% Latino 55%	Spring to Spring earlyMath White -1.54% Latino +1.4% aMath White +1.89% Latino -2.47%
2.13	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by EL	Spring 2024 earlyMath EL 22.45% Non-EL 40.47%	Winter 2025 earlyMath EL 22% Non-EL 41%		Students will increase proficiency by approximately 10	Spring to Spring earlyMath EL +1.65% Non-EL +1.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	status - Students at or above Benchmark	aMath EL 30.86% Non-EL 60.78%	aMath EL 28% Non-EL 60% Spring 2025 earlyMath EL 24.1% Non-EL 42.1% aMath EL 16.7% Non-EL 58.7%		percent over their baseline level, rounded off. earlyMath EL 25% Non-EL 45% aMath EL 33% Non-EL 66%	aMath EL -14.6% Non-EL +5.22%
2.14	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by disability status - Students at or above Benchmark	Spring 2024 earlyMath SWD 25.37% Non-SWD 41.12% aMath SWD 28.57% Non-SWD 61.29%	Winter 2025 earlyMath SWD 29% Non-SWD 40% aMath SWD 30% Non-SWD 58% Spring2025 earlyMath SWD 28.8% Non-SWD 40.8% aMath SWD 28.1% Non-SWD 58.4%		Students will increase proficiency by approximately 10 percent over their baseline level, rounded off.	Spring to Spring earlyMath SWD +3.43% Non-SWD -0.32% aMath SWD -0.47% Non-SWD -2.89%
2.15	Priority 4: CAASPP Math for Elementary	In 2023, CAASPP in grades 3-5 in math averaged 29.3 points	2024 Dashboard results show for math CAASPP in grades 3-5		Reduce "distance from three" for each subgroup by at least 10% form	Preliminary CAASPP Spring to Spring for grades 3-5 shows

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>below standard (Yellow). ELs -44.4 (Yellow) Low Income - 37.1 (Orange) Disabled - 83.8 (Yellow)</p> <p>Preliminary CAASPP at the end of 23-24 for grades 3-5 shows average of 29 points below standard, ELs -76 Low Income - 32 Disabled - 110</p>	<p>averaged 28.6 points below standard, considered to be a maintenance score (Orange).</p> <p>ELs -53.6 (Orange) Low Income -37.4 (Orange) Disabled -95.6 (Red)</p> <p>Preliminary CAASPP at the end of 24-25 for grades 3-5 shows average of 33 points below standard, ELs -80 Low Income - 32 Disabled - 100</p>		<p>baseline as officially reported in the Dashboard. ELs -40 or better LTELs N/A for elementary Low Income -33 or better Disabled -75 or better</p>	<p>+4 points ELs -4 points Low Income - unchanged Disabled +10</p>
2.16	Priority 7: Programs and services for Unduplicated Pupils and Students with Exceptional Needs measured by representation in select courses of study	<p>In the general population for 23-24, 78.87% are low income, 13.54% are students with disabilities, 2.68% are English Learners (EL), 37.2% are either EL or reclassified ELs.</p> <p>In the 23-24 school year, 431 students were enrolled in at least one</p>	<p>In the general population for 24-25, 81.5% are low income, 12.7% are students with disabilities, 3.0% are English Learners (EL), 35.4% are either EL or reclassified ELs.</p>		<p>Representation of students in CTE courses should mirror overall school demographics at +/- 5 percentage points. In AP and Honors courses, representation shall be within 5</p>	<p>CTE Enrollment Year Over Year All Students -4.5% Low Income +1.5% SWDs -1.2% EL +0.3% EL or RFEP -1.4%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CTE pathway class - 64% of all students. Of those, 77.5% were low income, 10.2% were students with disabilities, 1.2% were EL, and 35.5% were either EL or reclassified EL.</p> <p>In the 23-24 school year, 146 students were enrolled in one or more AP and honors classes, or 21.7% of students. Of those, 69.9% were low income, 2.1% were students with disabilities, zero were English learners, and 28.1% were EL or reclassified ELs.</p>	<p>In the 24-25 school year, 402 students were enrolled in at least one CTE pathway class - 59.5% of all students. Of those, 79% were low income, 9% were students with disabilities, 1.5% were EL, and 34.1% were either EL or reclassified EL.</p> <p>In the 24-25 school year, 142 students were enrolled in one or more AP and honors classes, or 21.0% of students. Of those, 73.9% were low income, 1.4% were students with disabilities, 0.7% were English learners, and 35.9% were EL or reclassified ELs.</p>		percentage points of the overall school demographic.	<p>AP and Honors Enrollment Year Over Year All Students -0.7% Low Income +4% SWDs -0.7% EL +0.7% EL or RFEP +7.8%</p>
2.17	Priority 4: CAASPP ELA for Middle School	2023 CAASPP for ELA students in 6-8 ELA averaged 7.8 points below standard (Orange).	2024 CAASPP for ELA students in 6-8 ELA averaged 17.9 points below standard (Orange).		Reduce "distance from 3" by at least 10 percent for each subgroup on	Preliminary CAASPP ELA Spring to Spring in grades 6-8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ELs -68.6 (Orange) Low Income -14.2 (Orange) Disabilities -126.3 (Orange)</p> <p>Preliminary 2024 CAASPP for ELA in grades 6-8 shows 45% at or above standard. All students -21 below standard. ELs -88 LTEL -83 Low Income -24 Disabilities -131</p>	<p>ELs -60.1 (Yellow) Low Income -30.8 (Orange) Disabilities -123.6 (Red)</p> <p>Preliminary 2025 CAASPP for ELA in grades 6-8 shows 50% at or above standard. All students -6 below standard. ELs -121 LTEL -N/A Low Income -9 Disabilities -122</p>		<p>official state scoring: All students -18 ELs -60 LTELs -75 (est.) Low Income -11 Disabilities -115</p>	<p>All Students at or above +5% All Students +15 points. ELs -33 LTEL - N/A Low Income +15 Disabilities +9</p> <p>Most recent official CAASPP ELA difference from 2023 to 2024: All Students at or above -10.1 All Students -10.1 points ELs +8.5 points LTEL - N/A Low Income -16.6 points Disabilities + 2.7 points</p>
2.18	Priority 4: CAASPP Math for Middle School	<p>2023 CAASPP for math students in 6-8 math averaged 58.5 points below standard (Orange). ELs -103 (Red) Low Income -68.5 (Orange) Disabilities -157 (Orange)</p> <p>Preliminary 2024 CAASPP for math in</p>	<p>2024 CAASPP for math students in 6-8 math averaged 66.2 points below standard (Orange). ELs -110.2 (Red) Low Income -83.2 (Orange) Disabilities -175.9 (Red)</p> <p>Preliminary 2025 CAASPP for math</p>		<p>Reduce "distance from 3" by at least 10 percent for each subgroup on official state scoring: All students -63 ELs -93 LTELs -125 (est) Low Income -60 Disabilities -140</p>	<p>Preliminary CAASPP Math Spring to Spring in grades 6-8 All Students at or above +6% All Students +11 points. ELs -24 LTEL - N/A Low Income +14 Disabilities -3</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grades 6-8 shows 25% at or above standard. All students -71 below standard ELs -146 LTEL -138 Low Income -77 Disabilities -184	in grades 6-8 shows 31% at or above standard. All students -60 below standard ELs -170 LTEL -N/A Low Income -63 Disabilities -187			Most recent official CAASPP Math difference from 2023 to 2024: All Students at or above -3.63 % All Students -7.7 points ELs -7.2 points LTEL - N/A Low Income -14.7 points Disabilities -18.9 points
2.19	Priority 7: Students Eligible for Integrated Math in 9th Grade	In 23-24, 119 9th graders were enrolled in either IM 1 or IM 2 at the high school which is 71.26%.	In 24-25, 142 9th graders were enrolled in either IM 1 or IM 2 at the high school which is 72.5%.		Reach and maintain 75% of 9th graders being eligible and enrolling in IM 1 or IM2.	IM1 Enrollment Year over Year Grade 9 +1.24%
2.20	Priority 4: CAASPP Math for High School	Per DataQuest, in 22-23 In math, 44.75% of GHS students met or exceeded standard compared to 34.62% statewide. At Esperanza, 6.25% met standard. Preliminary results for CAASPP in spring of 2024 show 46% in math for GHS and zero for Esperanza. Overall rates were thus 43%, for grade 11.	Per DataQuest, in 23-24 in math, 46.16% of GHS students met or exceeded standard compared to 27.9% statewide. At Esperanza, 0% met standard. By key subgroups and distance from 3 indicator preliminary math CAASPP from the		Increase district math rate to 50%.	Preliminary CAASPP Math Spring to Spring in grade 11 GHS and Esperanza All Students at or above -3% and unchanged All Students -16 and +44 points. ELs -37 and N/A LTEL - 39 and N/A Low Income -27 and -44 Disabilities +5 and -226

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>By key subgroups and distance from 3 indicator preliminary math CAASPP shows for grade 11:</p> <p>All Students -16 and -230 (E)</p> <p>ELs -166</p> <p>LTEL -164</p> <p>Low Income -14 and -144 (E)</p> <p>Disabilities -164</p>	<p>Dashboard shows for grade 11:</p> <p>All Students -13.6 and -232 (E)</p> <p>ELs N/A</p> <p>LTEL N/A</p> <p>Low Income -33.7 and -230 (E)</p> <p>Disabilities -170.3</p> <p>Preliminary 2025 Math CAASPP data for GHS and Esperanza (E) show 40% and 0% proficiency while distance from standard is:</p> <p>All Students -32 and -186 (E)</p> <p>ELs -203 and N/A (E) LTEL -203 and N/A (E)</p> <p>Low Income -41 and -188 (E)</p> <p>Disabilities -159 and -226 (E)</p>			<p>Most recent official CAASPP Math difference from 2023 to 2024:</p> <p>All Students at or above -1.41 %</p> <p>All Students +2.4 and -2 (E)points</p> <p>ELs points N/A</p> <p>LTEL - N/A</p> <p>Low Income -19.7 points and -86 (E)</p> <p>Disabilities +5 and N/A (E)</p>
2.21	Priority 4: CAASPP ELA for High School	Per DataQuest, In 22-23, 75.52% of 11th graders at GHS met or exceeded ELA versus 46.66% at the state level. Esperanza students had 26.67%	By key subgroups an distance from 3 indicator, preliminary ELA CAASPP from the Dashboard and Renaissance DnA		Maintain District ELA rate over 75%.	Preliminary CAASPP ELA Spring to Spring in grade 11 GHS and Esperanza All Students at or above -16% and +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>meet or exceed standards in ELA.</p> <p>Preliminary results for CAASPP in spring of 2024 show 84% of GHS students meeting or exceeding on ELA. At Esperanza, 18% met ELA Overall rates were thus 79% for ELA for grade 11.</p> <p>By key subgroups an distance from 3 indicator, preliminary ELA CAASPP shows for grade 11: All Students +73 and -58 (E) ELs -29 LTEL -29 (same 3 students) Low Income +69 and -65 (E) Disabilities -51</p>	<p>shows for grade 11: Met or Exceeded 83.69 All Students +72 and -58 (E) ELs N/A LTEL -29 (same 3 students) Low Income +58.7 and -64 (E) Disabilities -70.9</p> <p>Preliminary 2025 ELA CAASPP data for GHS and Esperanza (E) show 73% and 25% proficiency while distance from standard is: All Students +60 and -85 (E) ELs -203 and N/A (E) LTEL -81 and N/A (E) Low Income +59 and -90(E) Disabilities -56 and -69 (E)</p>			<p>All Students -13 and -27 points. ELs -174 and N/A LTEL -39 and N/A Low Income +10 and -25 Disabilities -5 and -69</p> <p>Most recent official CAASPP ELA difference from 2023 to 2024: All Students at or above +8.17% All Students -1 and zero (E) ELs N/A LTEL - zero and N/A (E) Low Income -10.3 and +1 (E) Disabilities -N/A</p>
2.22	Priority 4: Early Assessment Program (EAP) of college readiness	EAP results are based on students scoring 4s and 3s on their CAASPP assessments	End of year results for EAP in 24-25 were Ready in ELA and Math:		College Readiness as measured by the EAP will increase in each subgroup and on	EAP Readiness Year Over Year Ready ELA/Math All Students +1.6%/-3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>as seen in the Aeries Analytics dashboard.</p> <p>End of year results for EAP in 23-24 were Ready in ELA and Math:</p> <p>All students 36.6%/17.8% ELs 0/0 Low Income 31.0%/13.9% Disabilities 10.5%/0%</p> <p>Conditionally Ready in ELA and Math:</p> <p>All students 36.6%/24.7% ELs 28.6%/14.3% Low Income 38.0%/19.8% Disabilities 10.5/5.3%</p>	<p>All students 38.2%/14.5% ELs 0%/0% Low Income 35.4%/11.19% Disabilities 7.1%/7.1%</p> <p>Conditionally Ready in ELA and Math:</p> <p>All students 44.1%/30.4% ELs 33.3%/0% Low Income 45.1%/32.1 Disabilities 21.4/0%</p>		each assessment by 10% from the starting.baseline.	<p>ELs Unchanged/Unchanged Low Income +4.4%/-6.61% Disabilities - 3.4%/+7.1%</p> <p>Conditionally Ready ELA/Math All Students +7.5%/+5.7% ELs +4.7%/-14.3% Low Income +7.1%/12.3% Disabilities +10.9%/-5.3%</p>
2.23	Priority 4: AP Exams Passed with a 3+ Score	<p>In spring of 2023, 58 AP exams were taken and 33 passed with a 3/5 as the score, a pass rate of 59%. In 23-24, 89 students were enrolled in AP courses. However, an additional 207 enrolled in Butte College dual enrollment courses.</p> <p>At close of 2024 school year, 2024 AP results were not available.</p>	<p>In spring of 2024, 95 AP tests were taken by 85 students (95% test rate). Of those, 58 exams were passed with 3 or higher for a pass rate of 61.1%.</p> <p>Scores for 2025 will be available in mid summer.</p>		75% of students enrolled in AP courses will sit for their exams. Pass rate shall reach at least 60% and maintain annually.	<p>AP Test and Pass Rate Year Over Year (23-24) +37 tests taken +2.1% Pass Rate</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.24	Priority 4: CTE Course Completion in Pathways	<p>Pathway completion from the CALPADS 15.1 Cohort Outcome Report was 30 students for 22-23 or 17.96%.</p> <p>Pathway completion was not yet available at close of the LCAP timeline for 23-24 school year.</p>	<p>From CALPADS 15.1 Accountability Report for 23-24, 68 GUSD students graduated with having completed a CTE pathway, for a total of 42.2% of graduates (161 total graduates in the cohort).</p> <p>Pathway completion for 24-25 not available until mid-June.</p>		20% of students will complete a pathway.	Pathway Completion Year Over Year (23-24) +24.24% of Graduates Completed a Pathway
2.25	Priority 4: A-G Completion	At end of 23-24 school year, Aeries A/G Readiness analytics dashboard for grade 12 showed 38.3% after final grades were in for nearly all seniors.	<p>Final numbers for 23-24 school year, Aeries A/G Readiness analytics dashboard for grade 12 showed 38.3% after final grades were in all seniors. In 24-25, at midyear, Aeries A to G Readiness data show 43.8% as ready.</p> <p>Numbers for 24-25 show 45.8% ready in Aeries LCAP Dashboard.</p>		45% of students will complete A-G requirements for college by the end of 12th grade.	A-G Completion Year Over Year +7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.26	Priority 4: CTE and A to G Completion	CALPADS 15.1 Cohort Outcome Report indicates that in 2023, 18 students completed both A to G AND a Pathway, for 10.78% Data for 23-24 will not be available until mid to late summer.	CALPADS 15.1 cohort outcome report for 23-24 indicates that 31 students completed A-G and a Pathway, for 19.3% of all graduates.		12.5% of students will complete both A to G and pathway certification.	A-G and a Pathway Completer Year Over Year 23-24 +8.52%
2.27	Priority 5: Graduation Rate	The 22-23 cohort graduation rate was 93.3% as taken from CALPADS 15.1. Graduation rate not finalized for 23-24.	Graduation Rate for 23-24 as reported on the Dashboard for 2024 was 93.1%.		Maintain cohort graduation rate of 95% or higher.	Graduation Rate Year Over Year Unchanged
2.28	Priority 5: Middle and High School Dropout Rates	Middle school dropout rate as reported on the CALPADS 1.8 report for 22-23 was less than 1% (a single student). For high school it was 3.59% (six students). Note - that middle school student WAS shown in CALPADS as having been picked up later in the year elsewhere, but was not corrected locally to remove the "dropout" from GUSD reporting.	Middle school dropout rate for 23-24 was zero students per the CALPADS 1.8 report. For GHS it was 6 students of a 158 cohort (3.8% of total cohort) Middle School dropout rate preliminary for 24-25 is zero for middle school and for high school was 3 students of		Maintain a middle school dropout rate under 1%. Maintain a high school cohort dropout rate of 5% or less.	Prelim Dropout Rate Year Over Year Middle School Unchanged High School -2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rates not yet calculated for close of 23-24.	a cohort of 168, or 1.8%			
2.29	Priority 4: Language Proficiency as measured by reclassification rate calculated both locally and with official state reporting.	<p>According to CALPADS 2.16 EL Acquisition Status Report, in 22-23, GUSD reclassified 40 students, or 11.7% of its 342 ELs.</p> <p>By year's end of 23-24, GUSD had reclassified a total of 43 students of the 286 recorded on October Census Day for a preliminary reclassification rate of 14.6%</p> <p>Of the 43 students reclassified this year, 23 were LTELs, making them 54% of our reclassified students this year.</p>	<p>According to the final CALPADS 2.16 EL Acquisition Status Report, in 23-24, GUSD reclassified 45 students, or 15.7% of its 286 ELs.</p> <p>Of the nine students reclassified so far in this year, four started the year as LTEL, making them 44.4% of our reclassified students this year so far.</p> <p>At the end of 24-25, GUSD had approved reclassification for a total of 37 student with two pending. Census day listed 279 ELs, for a preliminary reclass rate of 13.3% rising to 14.0% if the two</p>		Reach and maintain a 15% reclassification rate annually.	<p>Reclassification Rate Year Over Year</p> <p>All ELs -2.4%</p> <p>LTEL +19%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			pendings are approved. Of the 37 students reclassified by year's end, 27 were LTEL, or 73%.			
2.30	Priority 4: English Learner Progress Indicator from CA Dashboard	Most recent Dashboard (2023) shows a district rate of 59.5% making progress, with an overall "High" status rating as opposed to the state level where 48.7% are making progress a "Medium" rating. All reporting schools show Medium or higher ratings on their ELPI status.	Most recent Dashboard (2024) shows a district rate of 50.2% making progress, with an overall "Medium" status rating as opposed to the state level where 45.7% are making progress a "Medium" rating. All reporting schools show Medium or higher ratings on their ELPI status. Wilson notably (although still at a medium) declined significantly in its 2024 Dashboard rating for EL progress.		Maintain ELPI status rating of High for the district and at least Medium for each school site.	ELPI Year Over Year -9.3%
2.31	Priority 4: Long Term English Learners as measured by CA Dashboard and Dataquest enrollments.	DataQuest shows that in 22-23, GUSD showed 5.2% of its ELs as Long Term ELs or	DataQuest for 2024-25 shows 39 LTELs and 70 At Risk of LTEL, or 6.2% and 11.2%		Reduce LTEL populaton to under 15 students.	LTEL and At Risk of LTEL Year Over Year LTEL +1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEs. At-Risk of LTEL stands at 8.4%. Student enrollment of LTEs for 23-24 in DataQuest using October data showed 35 LTEL students, or 5.4% and at-risk levels at 48 students or 7.4%.				At Risk of LTEL +2.8% Number of LTEs +4 Number of At Risk of LTEL +22

Goal Analysis [2024-25]

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

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

Providing core instruction and a balanced approach to educating the whole child is a published board goal. As such, resources were set aside and progress made on all nine actions within the goal. No significant changes were made to any of the planned activities within the actions, with the possible exception of 2.7 to provide targeted support to Sycamore Middle School math teachers to improve English Learner performance after the 2023 Dashboard indicated red status for that student group. The need to support that student group happened to coincide with an offering of a free professional development series by the county office of education. Only one of the three math teachers attended this series however. A second area in which a deviation occurred was in the implementation of new ELD curriculum in the elementary schools under Action 2.9. The materials were purchased and distributed, however the training for their use was provided later in the year at request of the elementary administrators and EL instruction with the new materials did not begin until November. EL instruction was also stopped early as well, starting largely to have ended in most classes of elementary by mid May. The late start was justified by the site administration as being needed so as not to overwhelm teachers with a new ELD and a new ELA curriculum both at the same time, and the elementary administration chose to prioritize time for their ELA rollout and other site-directed initiatives. Finally, action 2.9 - although successful in that the training resource was purchased and its use introduced by instructional coaches to the sites, wasn't monitored and supported as intended due to a late hire of the position intended to encourage use of the resource.

In the other actions, teachers were provided with many hours of release time (Action 2.1) to support curricular planning, data analysis and application in PLCs, and attendance at trainings and conferences both on and off campus as well as support for special stipended positions as team leads. Action 2.2 funds supported purchasing and maintaining up to date curricular materials as well as arts in the district plus the support for district libraries, the technology team and maintenance as well as upgrades of district instructional technology in both hardware and software, and in providing varied electives outside core classroom experience. Action 2.3 saw continued support for instructional aides focused on small group work in elementary classrooms plus some intervention in middle school. Action 2.4 supported maintaining lower class sizes through hiring additional FTEs of teachers in the core classes, paying for trainings of teaching staff, and in providing local curricular support through the instructional coach team and the coordination efforts of the district's curriculum director to oversee the vision of a unified

and consistent educational experience of students at all school sites. Action 2.5 focused on students in grades 6-12 but primarily on those in 9-12 to ensure that students were prepared to meet the increased rigor of the high school through AVID support at Sycamore, then in providing that rigorous and broad high school experience leading to graduation along with college and career readiness - support for CTE programs as well as AP and Honors classes in materials and instructor salaries needed in a small district to offer a broader variety of student choice in classes. Action 2.6 is carried out on an ongoing basis by the HR office as part of its duties to monitor and report on credentialing of staff. Action 2.7 as already noted was specific to Sycamore to target training in EL needs for its math teachers of whom only 1/3 received the training. Action 2.8 was purchase and use of curricular programming and training to target improved reading at the Wilson site though we were able to also extend some of this for McKinley as well and will continue to build capacity in appropriate reading interventions in the future. Action 2.9 was carried out as well through purchasing a new add-on for globally available asynchronous PD videos and resources for staff. This action was hindered in the envisioned full implementation as a supporting staff position funded through Title III was not cleared for hiring until spring, and thus this remains an action that will see its full implementation in the coming year now that the position has been staffed.

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

Material differences in planned versus expended funds were noted in actions 2.1 which was overspent and in actions 2.2, 2.5, 2.7, and 2.8 which underspent. Action 2.1 which largely supports teacher release time and stipends of team leads saw an overage in excess of 60% what was budgeted. This was in part due to some restructuring of the stipends and the adding of a handful of additional, but the vast majority of this was site administrators providing much larger amounts of release time to their staffs for trainings occurring during school hours, for planning time, and for attending conferences (sub costs) and for meetings or trainings held outside contracted work hours (hourly pay costs). This drastic overage was in part caused as well by a decision at the beginning of the year to arbitrarily reduce by 10% the allotment to this area, but this was not followed by site administration which continued to approve release times, planning days, and trainings for their staff that would be attributable to this budget item.

The underspent items were due to some curricular adoptions being not ready for purchase by the close of the purchasing year, a major technology set aside for a server that was expected to need replacement but did not, and a middle school teacher position that went unfilled (2.2); greater use of grant money to support CTE at the high school (2.5); the availability of free training for middle school math that targeted the needs (2.7); and leveraging of other funding for supporting Wilson reading (2.8).

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

Action 2.7 and arguably Action 2.9 were ineffective this year as evidenced by decreasing math performance of the EL student group at the middle school, the lower reclassification rate and subsequent increase in sheer number of EL students in the district year over year. Other actions were either successful or mixed. Reading scores for elementary at the Wilson site increased year over year for all but one subgroup (low income) while reading scores year over year from McKinley all declined. Interestingly, though, the one Wilson group that declined saw a one point increase on their CAASPP performance, but this could be attributable to not all Wilson students taking CAASPP and the lagging students being in the two lower grades on the local reading assessment. As a general rule too the EL groups at other sites also fell in their performance on measures in reading and math. The other actions' effectiveness is supported in that graduation rates remain high, staff

report a high degree of support for their training needs, college and career rates continue to improve, pass rates of AP exams has increased, etc.

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

Action 2.1 is having another \$50,000 allotted to it to better support the training needs of staff and district staff will be working with site administration to enact improvements to their cost controls for planning their release times for staff to bring this overrun into control. Action 2.2 is seeing a significant boost in the dollars allocated. This represents budgeting for increased materials costs due to tariffs and to cover the expected costs of this year's high school's science adoption that wasn't ordered prior to closing out purchasing, plus the coming of K-12 math review and middle school science review in the 2025-26 year, and purchasing additional ELD materials. This area is also seeing an increase as the District Librarian position will be continued and brought into the LCAP due to its funding under the Learning Recovery Block Grant funding source. The position is being continued although originally envisioned as at most a three year item in that in its three years, two individuals have held the position, with the first leaving after six months, and the second leaving after just a it over one full year in the position. As a result, the target of seeing a unified district library program created with collections policies and procedures consistent across the sites has not been able to materialize. Maintaining the librarian through the LRBG source is consistent with allowable use B(iii) to provide early intervention and literacy programs for pupils in preschool to grade 3 including school library access. This is supported by research (Small et al. 2010) that found school teacher-librarians improve research skills, reading skills, reading interests, and even at times sense of school connectedness. This is consistent with what has been observed about lagging student reading in the lowest elementary grades and in decreasing connections to school as students age in the district. With no current dedicated library space at McKinley, a task of this position will be to seek creative solutions to increasing reading among the K-1 student population. Action 2.3 will see added scrutiny to the reading program at McKinley this year to investigate the across the board drop in reading proficiency of students, and perhaps collaboration with Wilson staff to examine how they saw nearly across the board increases in reading proficiency. Action 2.4 to provide a coordinated system within the district is being enhanced in the coming year. Some work on intentional training and application of an MTSS approach was quietly piloted at the elementary level in the past two years, and this is being ramped up in the coming year through the application of Learning Recovery Block Grant funds to expand the training and use of this model at all school sites. Action 2.7 will see mandated training for the Sycamore math team with emphasis on English learner needs. Action 2.9 will see mandated additional training and coaching in the adopted curriculum for English learners as well as increased emphasis on the need to improve the quality and quantity of EL instruction for the lower grades due to the increasing number of Longterm English Learners being sent from Wilson into the middle school. Middle school will also receive additional coaching and support as well due to lagging reclassification rates, inclusive of curricular training and coaching for fidelity of program implementation. Additionally, through the vehicle of the Title III EL specialist aide, support for raising awareness among staff and parents about EL needs is planned in addition to more aggressive monitoring of student performance during the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.	<ul style="list-style-type: none"> GUSD remains committed to providing time embedded in the work day to develop and maintain Professional Learning Communities (PLC) Teachers will create and implement regular common assessments in core subject areas at each grade level and/or subject area Leverage district-wide resources (e.g., Teachers on Special Assignment) to support the PLC process <p>This action's funding is inclusive of providing leadership stipends to key members at each school site whether they are department chairs or grade level leads to facilitate weekly PLC meetings, provide release time to teachers to engage in trainings during the school day, and to provide funding for focused trainings around PLC principles.</p> <p>This action serves to affect and be measured by improved student achievement as shown in CA dashboard and local progress indicators of academic achievement such as district benchmark testing, focused on the most historically struggling students - those of the unduplicated count.</p>	\$201,867.00	Yes
2.2	Offer a consistent, articulated, balanced instructional K-12 program to all students	<ul style="list-style-type: none"> Dedicate time and resources for teams to improve horizontal and vertical alignment within the curriculum Utilize targeted professional development, coaching, and trainings to support implementation of curriculum and improve instructional practices Maintain technology to enhance all student learning and/or student learning environment (e.g., regular refresh of 1:1 devices; tech committee, IT SUPPORT STAFF) Reconfigure library spaces and utilize GUSD Certificated Librarian to enhance access to resources necessary for academic success INCLUDING THE STAFFING OF DISTRICT LIBRARIES FOR STUDENT USE WITH LIBRARY CLERKS OVERSEEN BY THE DISTRICT LIBRARIAN 	\$2,417,454.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Promote and support the arts by ensuring art and music education opportunities are offered at all school sites MAINTAIN ADDITIONAL FUNDING TO SCHOOLS FOR INSTRUCTIONAL MATERIALS AND EXPERIENCES ENHANCING A WELL-ROUNDED EDUCATIONAL EXPERIENCE FOR ALL STUDENTS REGARDLESS OF THEIR CIRCUMSTANCES SUCH AS FIELD TRIPS, ELECTIVES AND SHADY CREEK SCIENCE CAMP MAINTAIN SUPPORT FOR UP TO DATE CURRICULAR MATERIALS ADOPTED BY THE BOARD MAINTAIN SUPPORT FOR MIDDLE SCHOOL ELECTIVES <p>This action's funding is inclusive of the programming that meets this target item, supporting library and IT department staffing, library materials, additional elective courses to provide a balance of offerings to students such as music and technology, monetary support for materials purchases in core and elective classes, and curricular field trips including but not limited to the Shady Creek science camp.</p> <p>New for 2025-26, Learning Recovery Block Grant funds will be supporting the District Librarian position (\$95,129) that had been slated to sunset. Due to inability to maintain a consistent librarian presence in its first three years, despite positive feedback from staff and families about having a dedicated librarian, GUSD has been unable to maintain a person in that position and in its three years, had about a 50% fill rate. As a result, the target of seeing a unified district library program created with collections policies and procedures consistent across the sites has not been able to materialize. Maintaining the librarian through the LRBG source is consistent with allowable use B(iii) to provide early intervention and literacy programs for pupils in preschool to grade 3 including school library access. This is supported by research (Small et al. 2010) that found school teacher-librarians improve research skills, reading skills, reading interests, and even at times sense of school connectedness. This is consistent with what has been observed about lagging student reading in the lowest elementary grades and in decreasing connections to school as students age in the district. With no current dedicated library space at McKinley, a task of this position will be to seek creative solutions to increasing reading among the K-1 student population. Success of this position in particular will be</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>measured by the improvements in the library metrics around collection size, age of collection, and circulation numbers.</p> <p>This action serves to affect and be measured by student engagement with school as measured by school connectedness, academic motivation, and meaningful participation indicators on the California Healthy Kids Survey; library utilization circulation numbers, student reading test scores on district benchmarks, student attendance rates, and number of students participating in the music program.</p>		
2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	<ul style="list-style-type: none"> • Utilize Science of Reading • Print referencing - interactive read aloud to point out important and interesting ideas about print to bring to students' attention. • Interactive conversations and questioning and improvement of oral language skills (highly correlated to future reading ability) • Extended reciprocal and responsive conversations: Engaging in multiple extended questions and responses with students • Small group instruction for skills and knowledge that require explicit instruction from a classroom teacher. • Alphabet knowledge: instruct letter names and sounds together and use memory aides. • Phonological awareness: Pair with alphabet instruction and build in phoneme manipulation tasks like identifying, blending, and segmenting. • Vocabulary: Directly instruct new words, allow for multiple interactions with the words, provide opportunities for students to use them. • Writing: Provide many different opportunities for children to engage in written expression • MAINTAIN INSTRUCTIONAL AIDES IN ALL CLASSES K-3 TO SUPPORT SMALL GROUP WORK AND INTERVENTION 	\$548,546.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action's funding is inclusive of supporting instructional aides to support reading Tier 1 and 2 instruction in elementary grades and intervention teachers in those same grades. It also supports additional training in early literacy for teachers and classified staff.</p> <p>This action serves to affect and be measured by increased student achievement on locally administered reading benchmark scores.</p>		
2.4	All students increase proficiency in ELA, Math, and Science through a coordinated program of standards-based curriculum, appropriate core instruction and interventions, and lowered class sizes.	<ul style="list-style-type: none"> Consistently implement GUSD standards-based and board-approved curriculum Use evidence-based intervention programming based on greatest need from universal screening and assessment Increase collective efficacy within teams through the PLC process Explore ways to increase instructional minutes by leveraging site and district-wide resources (e.g., before/after school tutoring opportunities) MAINTAIN SEPARATE SECTIONS OF ENGLISH LANGUAGE DEVELOPMENT (ELD) FOR SECONDARY GRADES SUPPORT LOWER CLASS SIZES THROUGH ADDITIONAL SECTIONS <p>This action's funding is inclusive of providing financial support for ensuring designated ELD occurs with fidelity at all school sites, that up to date materials are available across all core content areas including ELD, that district-approved uniform academic screeners are in place at all sites, that class sizes remain as low as are feasible, that staff receive needed PD in new curricular adoptions to implement them with fidelity under the coordination of the district's curriculum and data office, consisting of the Director of Curriculum and technology, instructional coaches, and SIS data specialist who will also provide support in the form of teacher trainings and/or data analysis.</p>	\$844,401.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>New for 25-26 is leveraging of LRBG dollars to expand work done in the elementary grades to learn about MTSS models and bring that understanding to all school sites. This component takes the form of sending a team of over 15 administrators, teachers, counselors, and psychologists from all grade levels to the California MTSS conference in July to bring a common understanding of MTSS to all levels in the district and begin organizing a comprehensive MTSS plan (\$25,000). Much research supports applying an MTSS approach to close achievement gaps for low performing subgroups such as low income, English learners, and students with disabilities (O'Connor et al. 2013, improve socioemotional outcomes (Cook et al. 2015), and improve overall academic outcomes (McIntosh and Goodman 2016). Success of this particular sub-action will be gauged through completion of at least a draft plan by year's end, plus also increases in student achievement on annual tests, reduction in suspensions, and improvements in surveys of socioemotional health for students.</p> <p>This action overall serves to affect and be measured by increased outcomes in local and state student assessments in the core subjects of ELA, math, and science for all students and for key subgroups; improved EL reclassification rates; and reductions in the number of longterm English learners.</p>		
2.5	All GUSD students graduate college and/or career ready	<ul style="list-style-type: none"> • Increase or maintain CTE enrollment • Increase or maintain CTE course offerings • Identify and secure additional personnel and resources to ensure close monitoring of student CTE pathway completion and A-G met requirements • Explore ways that K-8 school sites can further support college and career readiness indicators • SUPPORT INTERVENTION AND/OR CREDIT RECOVERY OPTIONS AT THE SECONDARY LEVEL 	\$538,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • MAINTAIN SUPPORT FOR AVID PROGRAMMING TO BUILD A CULTURE OF COLLEGE-GOING AS AN OPTION FOR UNDER-REPRESENTED STUDENTS • SUPPORT STUDENTS IN LOWER-THAN-AVERAGE ENROLLMENT CLASSES SUCH AS HONORS AND AP OFFERINGS THAT WOULD NOT NORMALLY BE FEASIBLY FUNDED FOR SYCAMORE AND GHS <p>This action's funding is inclusive of both intervention and advanced classes which often have lower-than-average class sizes, providing support for value-added courses promoting college and or career exploration in middle and/or high school such as AVID or CTE Explorer, high school equivalent math and Spanish courses, and college or career fairs, providing credit recovery options for students at risk of becoming non-graduates, subsidization of the raw materials needed in resource-intensive CTE programs where students practice on real materials, and that barriers to college entrance such as expensive AP tests are heavily subsidized.</p> <p>This action serves to affect and be measured by the percentage of students entering high school ready for college-prep math and entry into Spanish 2, the number and percent of students enrolled in and completing CTE pathways, AP classes, and A-G courses of study disaggregated across key subgroups,</p>		
2.6	Monitor Credentialing of Staff	GUSD HUMAN RESOURCES OFFICE WILL ENSURE THAT GUSD STAFF MAINTAIN APPROPRIATE CREDENTIALING FOR THEIR INSTRUCTIONAL ASSIGNMENTS.	\$0.00	No
2.7	Math Improvement in Middle School for EL Students	Sycamore Middle School, having been identified specifically in the 2023 Dashboard for low math performance in its EL students, will engage in revision of its mathematical practices and receive training or coaching in their curriculum and/or math content standards as well as increased	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		training to raise awareness of the needs of the EL students in their classes and provision for strategies to improve their performance. with assistance from district instructional coaches or curricular trainers.		
2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	Staff will be trained in an intensive reading intervention program such as Sonday in order to deliver services to students lacking in fundamental reading skills with whom existing Tier 1 and 2 practices are proving ineffective.	\$25,000.00	Yes
2.9	English Learner and LTEL Awareness, Training, and Monitoring	<p>To improve services for English learner students and decrease the number of students classified as long term ELs, GUSD will retrain the teaching staff of GUSD in use of the Ellevation database system for monitoring and tracking ELs and reclassified ELs. Inclusive of this training will be on demand video tutorials of system navigation and rollout of the "Ellevations Strategies" add-on component which includes instructional hints, tips, videos, and instructional materials such as EL-targeted graphic organizers tied to various content areas. Ellevation will also be used to produce and distribute quick reference sheets for ELs in all teacher classrooms at the beginning of the year and at semester so that teachers are aware and integrated EL strategies are at the front of their minds. As an added component of this, any long term ELs in their classes will be flagged for coaching by district instructional coaches in the needs of those students and what the teacher can do to push them in the right direction toward reclassification. Breaking these out into their specific statutorily required groupings:</p> <p>Teacher Professional Development for ELs Staff are being provided access to Ellevation Strategies and training on the use of this just-in-time PD support tool which is suitable for all grade levels and all classes. Teachers assigned to teach designated ELD with the adopted English 3D materials are being provided initial training (if new user) or followup training and coaching on the approved high leverage instructional routines within the program. Math teachers at Sycamore will receive targeted supports and PLC conference attendance with followup work specifically to address the continued failings of their EL students in mathematics.</p>	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>EL Actions In 2024-25, the district adopted English 3D as its designated ELD curriculum and monitored its implementation during protected time in grades 1-12 while in Kinder, teachers were directed to utilize the embedded materials for ELs in their adopted Into Reading curriculum. District continues to use the specialized tool of Ellevation (core product) to monitor and handle the logistics of managing the EL program. Teachers are being offered in elementary attendance at an EL-focused series hosted by one of the co-authors of the English 3D series sponsored by Butte County Office of Education.</p> <p>LTEL Actions As noted above, teachers of LTEL students will receive coaching on the special needs of their enrolled LTEL students including how to understand those needs, and offered strategies that can be included in classwork to improve the progress of those students. With the LTELs' designated ELD periods, instructional coaching staff are working with the ELD teachers to increase student motivation and test taking strategies specific to the ELPAC assessment as well as helping the students and families increase their motivation intrinsically through more frequent communication about student scores and the value of practicing for their testing in order to achieve reclassification.</p>		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parent Participation - Parent Advisory Council sign in sheets	In 23-24, a total of 3 parents attended.	Two Parent and Family Advisory meetings were held. Of those, a total of two parents attended.		PAC will have a minimum of 6 attendees at each meeting.	-1 attendee over last year.
3.2	Priority 3: Parent Participation - District English Learner	In 23-24, 22 parents attended DELAC meetings.	Four DELAC meetings have been held in 2024-25 with a total of		DELAC will have a minimum of 6 attendees at each meeting.	+3 attendees over last year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Advisory Committee sign in sheets		over 25 attendees thus far.			
3.3	Priority3: ParentSquare Utilization	In 2023-24, the following uses of ParentSquare were recorded: Posts 1989 DMs 42,311 Alerts 53 Autonotices (absences) 51,362	As of December 2025: Posts 1201 DMs 27,604 Alerts 50 Autonotices (absences) 24,986 As of end of May 2025: Posts 2560 DMs 61,383 Alerts 128 Autonotices (absences) 73,204 Social Media Posts 42		Increase use of DMs to 45,000, representing increase in two-way home to school communications. Reduce Autonotices to below 50,000, representing decrease in student absences.	Posts +571 DMs +19,072 Alerts +75 Autonotices (absences) +21,842 Social Media Posts +42
3.4	Priority 5: Chronic Absenteeism Rates as measured by local and/or official means	Baseline official chronic absenteeism from the most recent 2023 dashboard was rated at "Medium" or 22.4%, declining 4.3%. Aeries-based internal calculation of chronic absenteeism at the midpoint of the 23-24 year was 16.8%, a decline of less than 1% over the end of May. At the close of 2024, the estimated chronic	2024 Dashboard in November reported 18.6% Chronic, an improvement of 3.8 percentage points since 2023. Preliminary CALPADS 14.1 report data from the end of May indicate estimated overall Chronic rates of: McKinley 25.9%		Chronic absenteeism will reach and maintain a level under 10%.	Year Over Year from official data (Dashboard): -3.8% Chronic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		absenteeism rate in Aeries was at 14.7%	Wilson 21.58% Sycamore 17.2% GHS 15.74% Esperanza 69.69% District Overall: 20.18%			
3.5	Priority 5: Attendance Rate as measured by local means	At the close of 2024, SIS reported attendance rate in EduClimber: 93.3% McKinley 94.7% Wilson 94.6% Sycamore 95.2% GHS N/A Esperanza	In February 2025, SIS reported attendance rate in EduClimber: 93.72% McKinley 94.55% Wilson 94.74% Sycamore 94.85% GHS N/A Esperanza At end of May: 93.6% McKinley 94.1% Wilson 94.51% Sycamore 94.69% GHS N/A Esperanza		Sites will reach or maintain an overall attendance rate of 95%.	Year Over Year Attendance: McKinley +0.42% Wilson -0.15% Sycamore +0.14% GHS +0.65 Esperanza N/A

Goal Analysis [2024-25]

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

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

District-level parent engagement was mixed this year with multiple cancellations of district-planned and calendared events for over half the year due to them coinciding with community events or having more "attractive" site-based events calendared to the same dates after cancellation or postponement of the site events from their original dates. Attendance at one calendared parent night was zero and only two parents attended the other one. On the other hand, attendance and participation in parent activities among the ELAC and DELAC communities was robust with parents planning and carrying out Día de Muertos and Día Del Niño activities that were well attended and received (Action 3.2). Site-based parental engagement was more consistently successful however with attendance at site-sponsored events exceeding previous levels, especially at the elementary level where new types of parental engagement including family-level field trips were

planned and executed (Action 3.1). Some of the success of this action item was attributed to having some dedicated personnel attached to it in the form of the district's Bilingual Parent Liaison position, even though that position went unfilled after March. Action 3.3 to improve district attendance began late in the year with a core group of administrators meeting to begin planning a restructuring of district services to place attendance as well as student services into one manager's purview. Use of the "Attend" software to manage and track parent conferences about attendance continued as normal with district monitoring of use of the program and reminding sites that were falling behind in their conference closure rates of their responsibility to do this. Over the summer, the subgroup of attendance-focused administrators will meet again and intends to plan a districtwide attendance awareness campaign for the fall.

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

In this goal area, GUSD recognizes a substantive difference in planned expenditures in Action 3.1 which underspent considerably. This was due to a number of actions that had been budgeted for in case the elementary Community Schools Grant did not materialize. When that grant was confirmed, the burden shifted to that funding source for some of the parent engagement expenses. It was also in part underspent because the parent liaison position included in this action went unfilled from March onward. Action 3.2 overspent some from its budgeted due to experimentation at the site levels with increasing the scope of their events and attempting to increase participation through mixing business items in with the planning and execution of more community-based events such as the Día Del Niño experience.

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

Challenges of meeting the targets of Action 3.2 with regard to district-sponsored events was noted in the overall discussion above. Parent committee meetings that are canceled are inherently ineffective. DELAC is on target however to meet its goals of attendance and in fact is currently meeting the target, it just now needs to maintain the momentum. The actions taken to increase parent participation at the site level were also deemed effective given the turnout for the events offered by the sites. Action 3.3 to coordinate and develop a strategy to improve districtwide attendance is lagging desired success. Preliminary numbers this year indicate that attendance may have taken a backslide this year with increases in chronic absenteeism over the gains seen in previous years. At present, it does not appear that GUSD is on track to meet its goal of returning to pre-pandemic levels of chronic absenteeism by the end of this LCAP cycle if this trend continues.

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

The LCAP goal itself remains unchanged as this is still a board goal. Metrics and target outcomes remain unchanged as well. However the manner in which the actions are undertaken, especially with regard to the limited attendance the district level meetings are having is an area of growth. Noting the success of the site based events, the district meeting planning will be targeting to "piggyback" on the site meetings to raise awareness of them and their purpose and to recruit members. Additionally, if permitted by the site administrators, the district meetings will piggyback onto the site meetings or events in an attempt to capture people who are already present for an event at a site. One additional change being undertaken at the request of the DELAC membership is to intentionally combine ELAC and DELAC meetings into a single night since those parents who are active in the committees tend to have multiple children, and they would prefer to have all EL information, planning, and discussion take place in one larger timeslot at which sites can have their portion of the meeting and the mandated district components can also be addressed. Funding for actions 3.1 and 3.2 this year are being altered slightly to more accurately reflect what was spent and because the sites will be sharing some of the load through co-planning events along with district.

Action 3.3 to improve district attendance is seeing the related addition of a full-time school resource officer to the attendance team using Learning Recovery Block Grant funds. The purpose of this addition is to add another community-focused voice to the attendance and violence prevention teams who knows the families and community, what resources are available, and can support home visits and wellness checks on chronically absent students. Research by Theriot (2016) suggests that properly implemented, SROs can improve perceptions of school safety and that "[a]s a daily fixture at schools, resource officers should be considered a key stakeholder and therefore included as members of these teams [of faculty, administration, and other professionals like school social workers and school counselors as well as student representatives] and involved in setting school policies" (p. 462-463).

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Organize community events that engage families in their child's learning	<ul style="list-style-type: none"> Utilize school and district resources to engage families in supporting learning at home School Administration/Parent Liaison organize events in response to parent needs Host family engagement events on campus such as STEM nights, Family Literacy, Open Houses etc. Build partnerships with parent education organizations <p>This action's funding is inclusive of providing funds to cover the cost of the events themselves, support the parent liaison position as the primary organizer and operator of events, and pay for educational materials to be distributed at events that are not applicable under other sources such as Title I or Title III.</p> <p>This action serves to affect and be measured by parent participation rates at future events and ultimately to attract parents to join the more "business" side of home to school partnership, the district's PAC and DELAC and/or site ELAC and Site Council.</p>	\$77,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Increase parent participation in school and district meetings and committees - i.e, Local Control Accountability Plan (LCAP), Site and District English Learner Advisory Committee (ELAC/DELAC), Parent Advisory Committee (PAC), Parent-Teacher Conferences (PTCs), and other opportunities.	<ul style="list-style-type: none"> Actively recruit and advertise the meetings using ParentSquare feature(s), personal invitations, attendance incentives, etc. Provide Family Liaison support and translation services to ensure access to information Integrate opportunities for interaction and discussion during parent events <p>This action's funding is inclusive of funding the revitalization of the school district websites, to make them more attractive and useful to families, to support the ParentSquare messaging platform, and to support the development and dissemination of multilingual parent resources such as brochures, web pages, and the like. Also covers parent incentives to attend events.</p> <p>This action serves to affect and be measured by the parent perceptions of district and site communication. Currently, parents report on their annual CA School Parent Survey that they often feel like schools don't want them involved, that there are few opportunities to participate, and they have no voice in the district.</p>	\$8,500.00	Yes
3.3	Develop a strategy to improve attendance districtwide	<ul style="list-style-type: none"> Continue School Attendance Review Board (SARB) as a districtwide process Establish a School Attendance Review Team (SART) at every site. Foster preventative measures that are suited for each site Provide professional learning opportunities that focus on improving attendance Utilize the districtwide Parent Liaison and Resource Officer to help remove barriers to attendance issues Create district level team to review, respond, and promote positive attendance. <p>This action's funding is inclusive of supporting the modest budget of the SARB and SART for materials printing, refreshments for participants, and</p>	\$21,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>payment for the Attention to Attendance (rebranded as "Attend") attendance management tool.</p> <p>New for 2025-26, GUSD is adding to its LCAP using Learning Recovery Block Grant funds a school resource officer whose services fit here for improving attendance and under 1.1 (\$125,000) for school safety, remembering that perceptions of school safety are a factor in school attendance (Allen et al. 2018). The purpose of this addition is to add another community-focused voice to the attendance and violence prevention teams who knows the families and community, what resources are available, and can support home visits and wellness checks on chronically absent students. Research by Theriot (2016) suggests that properly implemented, SROs can improve perceptions of school safety and that "[a]s a daily fixture at schools, resource officers should be considered a key stakeholder and therefore included as members of these teams [of faculty, administration, and other professionals like school social workers and school counselors as well as student representatives] and involved in setting school policies" (p. 462-463). For accounting purposes, this item's cost is housed under Action 1.1. Effectiveness of this action as noted in 1.1. is through decreases in absenteeism and increases in perception of campus safety.</p> <p>This action serves to affect and be measured by improved student attendance rates and reduced chronic absenteeism.</p>		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Completed Facilities Inspection Tool (FIT) reports annually for each site.	Each school site completes a FIT by January of the school year.	All FITs completed by end of September, 2024.		Sites will complete their FIT reports annually prior to the start of the first day of school.	Unchanged - 100% complete.
4.2	Develop or adapt a comprehensive facilities needs assessment tool.	No such tool is currently in place	Draft Plan completed January 2025		Develop this tool and use it prior to the close of year 2.	Draft Completed.
4.3	Community meeting sign in sheets or other evidence of community input such as surveys	None currently exist	No official community meetings were held.		At least two surveys or meetings for input have occurred.	Unchanged - Zero.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Completed and approved facilities master plan.	No such plan currently exists.	Draft completed. Community input still to occur.		Board will approve a facilities master plan with timelines and priorities by the end of year 3.	Draft completed. Community input still to occur.

Goal Analysis [2024-25]

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

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

All school sites completed their Facilities Inspection Tool reports within specified time frames. Superintendent consulted with site administrators to compile initial vision of site improvements to be undertaken in the out years and presented this to the board as a draft plan with no specific time frames outside of current bond-funded improvements. At the end of 2024-25, no community meetings to comment on the plan had been scheduled and an official facilities master plan has not been adopted. Thus, this goal item is partially complete - a draft has been created, but still requires community input and a final board approval, making it perhaps 1/3 to completion.

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.

NA - this is a non-cost goal.

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

Overall, Action 4.1 has been completed - an inventory of projects has been generated, but not prioritized. Action 4.2 is completed successfully - facilities inspection reports have been completed at all sites.

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

No changes, per se, merely the completion of the remaining components - public meetings for input and board approval.

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

Actions

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 5: Chronic absenteeism	Esperanza currently has a baseline chronic rate of 58.82 percent at the close of the 2024 school year as reported in the Attend software.	<p>Bulk of modules arrived August, 2024. Second shipment arrived January, 2025. As of February, teaching of ONE of the purchased modules had been undertaken. Formal training has not occurred but is planned for 25-26 due to staffing changes. Chronic absenteeism at the site is up 3.76 percentage points from this same time last year (60.87 to 63.16%) in Attend Year Over Year report accurate up to January, 2025.</p> <p>At the close of 2025, Attend program lists chronic rate using its measure from the last available reporting cycle (early May) as 66.67%, up from same period in 23-</p>		Esperanza will reduce chronic rate to 40 percent.	+11.11 percentage points, a 20% increase from close of 23-24 to close of 24-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			24 when it listed 55.56 as pulled from the Absence Rate Year Over Year report.			

Goal Analysis [2024-25]

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

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

Materials arrived just as school was beginning, providing little opportunity for staff to experiment with the new curriculum. A second shipment due to an ordering mixup arrived in January. Only a single module's worth of material was delivered to the students for their experience during the school year.

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

No materially significant cost differences noted. A slight overage was incurred due to some incorrect modules being ordered and returned for a more expensive module.

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

Action was ineffectively implemented. Staff did not receive timely training and by end of year a single unit had been deployed for the students. Chronic absenteeism increased significantly at the site this year.

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

With staff turnover, additional training for the new staff is planned prior to the start of the school year. With all materials now present, staff should have ample time to review and then implement the materials.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Investigate and purchase curricular modules of hands-on, high interest materials.	Esperanza staff will select and purchase materials and curriculum needed to institute a modular approach to hand-on student experiences that fall loosely under the umbrella of "life skills" from a provider such as Paxton Patterson and provide training to the assigned staff member(s) who will deliver the curriculum.	\$1,100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Reduce chronic absenteeism rates and suspensions for tobacco and vape use/possession and increase graduation rate and student connectedness by the end of each year as measured against the previous year by five or more percent through increasing support for Esperanza students during and after the regular school year to increase success rates (summer school) and reduce problematic barriers to learning such as absenteeism and suspensions for substance use (social worker and vape education).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Having identified continued high levels of suspension largely for possession and use of vape devices, and decreased student connectedness to school evidenced in the Healthy Kids data, and a lower than desired graduation rate (currently 80%) Esperanza is seeking to decrease suspensions, improve attendance, and increase rates of student success. Research has shown (Kelly et al. 2015; Franklins et al. 2009) that school social workers increase academic achievement, reduce dropout rate, and increase graduation by helping to identify and remove barriers to education. Other research (Botkin et al. 2001; Ellickson et al. 2003) have shown that vape detectors alone are an insufficient model to deter and prevent vaping, but that a comprehensive and sustained support approach shows the most promise. Summer school using online credit recovery environment has also been shown in research (Bentley, 2019) to improve graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Esperanza Graduation Rate	2024 Dashboard - 80%	N/A - New Goal		85% Graduation Rate	N/A
7.2	Esperanza Healthy Kids Survey	2025 Healthy Kids Survey School Connectedness 64% School is Boring 47%	N/A - New Goal		School Connectedness 75% School is Boring 40%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School is Waste of Time 20% Absent 3+ times in month 27% Current Alcohol or drug use 80% Current Use of Vapes 47% Tobacco Vapes 40% Marijuana Vape 40%			School is Waste of Time 15% Absent 3+ times in month 20% Current Alcohol or drug use 60% Current Use of Vapes 35% Tobacco Vapes 30% Marijuana Vape 30%	
7.3	Esperanza Summer Credits Earned	Baseline is Zero as Esperanza has never offered summer school before.	N/A - New Goal		25% of students will enroll in and attend summer school and earn at least five credits on average.	N/A
7.4	Esperanza Attendance as measured in Attend Software	Baseline is 72.22% as measured in Attend Chronic Year Over Year Report for 24-25.	72.22%		Chronic Rate of 67% or Better	N/A

Goal Analysis [2024-25]

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

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

N/A - New Goal

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.

N/A - New Goal

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

N/A - New Goal

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

N/A - New Goal

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Social Worker	Part time Social Worker (1 day a week) contracted from another local educational agency or the county office of education to help identify student needs, increase parent engagement, implement social-emotional supports, Help students identify barriers to academic success (e.g., home instability, mental health, attendance) and work to mitigate them, outreach to families, serve as a liaison between the school and families building trust and increasing parental involvement, help students families access community-based services, such as mental health providers, food assistance, housing support, and medical care. The success of this strategy will be measured by graduation rates, student surveys such as Healthy Kids Survey.	\$30,000.00	No
7.2	Vape Prevention	Increase local partnerships for substance abuse, utilize parent liaison for community outreach and referrals, bathroom vape detectors, and bring in speakers to discuss the dangers and harm of drug, alcohol, and tobacco use. Include resources and information to parents. The success of this strategy will be measured by Healthy Kids Survey suspension rates for vapes and other substances.	\$12,400.00	No

Action #	Title	Description	Total Funds	Contributing
7.3	Summer School	Hold summer school at Esperanza during June to coincide with GHS summer school and provide one teacher and one counselor to support academic progress, intervention, credit completion, and social-emotional needs. Success will be measured through tracking additional credits earned during summer and graduation rate.	\$6,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,363,072	\$700,725

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
29.012%	0.940%	\$202,130.26	29.952%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.5</p>	<p>Action: All GUSD students graduate college and/or career ready</p> <p>Need: Local and state data about student achievement agree that in most instances, students of the unduplicated pupil groups and other historically underperforming groups such as homeless and student with disabilities all underperform the "all students" group and especially the white, higher income, and English as a first language groups. This places into jeopardy their likelihood of graduating ready for college and/or career.</p> <p>Scope: Schoolwide</p>	<p>The actions here address the need to provide opportunities to students whether they choose college, career, or both that remove barriers of financial cost to access resources that will prepare them for college or career and also to provide them supportive services and classes to build their skills for college and career.</p>	<p>College and Career Indicator, A to G Completion Rate, AP Course Pass Rates, Enrollment Rates into IM1 for Freshmen, and CTE Pathway Completion Rate.</p>
<p>2.8</p>	<p>Action: ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.</p> <p>Need: ELA scores among low income and EL students at Wilson are both considerably below the all students category, and for students with disabilities it is almost 4 times as low. Of the 103 students with disabilities at Wilson, 89 are low income - and 27 are both low income AND English learners. As these students are entering the age range where learning to read becomes reading to learn, these students require more intensive reading intervention than their peers,</p>	<p>The action to provide training to staff in intensive and proven reading intervention in the Sonday method will positively affect the intended target students in the EL and low income groups as well as those in the students with disabilities group as well as increase services to all students as an end result. Sonday is designed as an intensive application of the Orton-Gillingham model used in Gridley for Tier 3 work and research has been shown by Myers(2017) to be effective as an intense treatment not only for students with disabilities, but also for all students in an RTI model to close gaps in their fluency and comprehension. Specifically to EL students, Sparks et al. (1991) found evidence that supports the use of Orton-Gillingham models of language instruction in foreign language contexts, which</p>	<p>Annual CAASPP in ELA and periodic screenings with FastBridge aReading.</p>

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

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

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

Limited Actions

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

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

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

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

Additional Concentration Grant Funding

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

As a district, GUSD has over 55% high concentration of foster, ELs, and low-income students at any given school site. The additional concentration add-on has been used to fund two district-wide services that directly impact students at all school sites. One is to increase by 50% the amount of funding expended on health aides at school sites (Within Action 1.6). Prior to this funding, health aides were at sites at most 4 hours a day, now they are present at least 6 hours covering the vast majority of the school day to tend to student needs, most notably those of low income families who might not have access to regular health screenings of any kind. The other area where this funding has been deployed is in expanding the pool of drivers in the GUSD motor pool (Action 1.7) to ensure that home to school transportation can continue to be funded and that personnel are available to be redeployed to service occasional McKinney-Vento students requiring transport from outside the district and of course to serve our many outlying families who are low income and for whom the daily drive in and out of town can be a financial burden to drop their kids off at school. Additionally, funding here has been deployed for covering costs of an additional full-time Spanish teacher at the high school, a period of Spanish at Sycamore, and the costs associated with a full-time computer tech/library clerk position at Gridley High (Action 2.2) as well as supporting the cost of vice principal positions at Sycamore and Wilson schools (Action 1.1). This ensures more freedom in the schedules of students at the high school to additional opportunities to take a language class needed for college readiness, offer a chance to students as the middle schools to get a jump on their foreign language so that they will be able to

take classes all the way through to AP Spanish, and then ensures that school safety and coordination support is maintained at two school sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	None	McKinley 27.07:1 Wilson 42.84:1 Sycamore 34.46:1 GHS 51.54:1 Esperanza 17:1
Staff-to-student ratio of certificated staff providing direct services to students	None	McKinley .16.42:1 Wilson 17.55:1 Sycamore 19.69:1 GHS 18.6:1 Esperanza 5.7:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	21932207	6,363,072	29.012%	0.940%	29.952%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,495,371.00	\$613,090.00	\$0.00	\$0.00	\$7,108,461.00	\$4,902,989.00	\$2,205,472.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implement, monitor, and evaluate GUSD safety plans.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$495,016.00	\$169,100.00	\$539,116.00	\$125,000.00			\$664,116.00	
1	1.2	Full PBIS Implementation for K-8 Schools	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$63,630.00	\$38,132.00	\$101,762.00				\$101,762.00	
1	1.3	Maintain socioemotional learning (SEL) supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$694,854.00	\$11,000.00	\$421,729.00	\$284,125.00			\$705,854.00	
1	1.4	Implement, monitor and evaluate the district wellness plan based on district needs.	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.5	Increase physical and mental health awareness and habits in students.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: McKinley, Wilson, GHS	ongoing	\$255,302.00	\$60,000.00	\$315,302.00				\$315,302.00	
1	1.6	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$224,319.00	\$15,000.00	\$205,483.00	\$33,836.00			\$239,319.00	
1	1.7	Fund Home-to-School Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$282,547.00	\$49,353.00	\$331,900.00				\$331,900.00	
1	1.8	Gridley High School Suspension Monitoring	ELs, Hispanics, Low Income, and White	No			Specific Schools: Gridley High	Monthly then quarterly	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$201,867.00	\$0.00	\$201,867.00				\$201,867.00	
2	2.2	Offer a consistent, articulated, balanced instructional K-12 program to all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: McKinley, Wilson	ongoing	\$871,629.00	\$1,545,825.00	\$2,322,325.00	\$95,129.00			\$2,417,454.00	
2	2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	English Learners	Yes	School wide	English Learners	Specific Schools: McKinley, Wilson	ongoing	\$539,421.00	\$9,125.00	\$548,546.00				\$548,546.00	
2	2.4	All students increase proficiency in ELA, Math, and Science through a coordinated program of standards-based curriculum, appropriate core instruction and interventions, and lowered class sizes.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$739,401.00	\$105,000.00	\$819,401.00	\$25,000.00			\$844,401.00	
2	2.5	All GUSD students graduate college and/or career ready	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sycamore, GHS, Esperanza	ongoing	\$459,278.00	\$79,437.00	\$538,715.00				\$538,715.00	
2	2.6	Monitor Credentialing of Staff	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	Math Improvement in Middle School for EL Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sycamore		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Wilson		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
2	2.9	English Learner and LTEL Awareness, Training, and Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Organize community events that engage families in their child's learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$69,225.00	\$8,500.00	\$77,725.00				\$77,725.00	
3	3.2	Increase parent participation in school and district meetings and committees - i.e, Local Control Accountability Plan (LCAP), Site and District English Learner Advisory Committee (ELAC/DELAC), Parent Advisory Committee (PAC), Parent-Teacher Conferences (PTCs), and other opportunities.	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	\$0.00	\$8,500.00	\$8,500.00				\$8,500.00	
3	3.3	Develop a strategy to improve attendance districtwide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$21,000.00	\$21,000.00				\$21,000.00	
4	4.1	Create an inventory of current district facilities, their current condition, and future prioritization list based on condition, funding and emerging needs.	All	No			All Schools	Three years.	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	Monitor Condition of Existing School Facilities.	All	No			All Schools	Annually	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.1	Investigate and purchase curricular modules of hands-on, high interest materials.	All	No			Specific Schools: Esperanza	One Year, initially	\$0.00	\$1,100.00		\$1,100.00			\$1,100.00	
6	6.1	Aeries Training	All	No			All Schools	One year.	\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
6	6.2	Student Records Workshop	All	No			All Schools	One year.	\$0.00	\$0.00		\$0.00			\$0.00	
7	7.1	Social Worker	All	No			Specific Schools: Esperanza	Ongoing	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
7	7.2	Vape Prevention	All	No			Specific Schools: Esperanza	Ongoing	\$0.00	\$12,400.00		\$12,400.00			\$12,400.00	
7	7.3	Summer School	All	No			Specific Schools:		\$6,500.00	\$0.00		\$6,500.00			\$6,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Esperanza									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
21932207	6,363,072	29.012%	0.940%	29.952%	\$6,495,371.00	0.000%	29.616 %	Total:	\$6,495,371.00
								LEA-wide Total:	\$5,050,808.00
								Limited Total:	\$17,000.00
								Schoolwide Total:	\$1,529,325.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Implement, monitor, and evaluate GUSD safety plans.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$539,116.00	
1	1.2	Full PBIS Implementation for K-8 Schools	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$101,762.00	
1	1.3	Maintain socioemotional learning (SEL) supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$421,729.00	
1	1.5	Increase physical and mental health awareness and habits in students.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McKinley, Wilson, GHS	\$315,302.00	
1	1.6	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	Yes	LEA-wide	English Learners Low Income	All Schools	\$205,483.00	
1	1.7	Fund Home-to-School Transportation	Yes	LEA-wide	Low Income	All Schools	\$331,900.00	
2	2.1	Teachers collaborate around data-driven	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$201,867.00	

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 (%)
		instruction in subject and/or grade-level meetings weekly.			Low Income			
2	2.2	Offer a consistent, articulated, balanced instructional K-12 program to all students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: McKinley, Wilson	\$2,322,325.00	
2	2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	Yes	Schoolwide	English Learners	Specific Schools: McKinley, Wilson	\$548,546.00	
2	2.4	All students increase proficiency in ELA, Math, and Science through a coordinated program of standards-based curriculum, appropriate core instruction and interventions, and lowered class sizes.	Yes	LEA-wide	English Learners Low Income	All Schools	\$819,401.00	
2	2.5	All GUSD students graduate college and/or career ready	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sycamore, GHS, Esperanza	\$538,715.00	
2	2.7	Math Improvement in Middle School for EL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sycamore	\$10,000.00	
2	2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Wilson	\$25,000.00	
2	2.9	English Learner and LTEL Awareness, Training, and Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,000.00	
3	3.1	Organize community events that engage families in their child's learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$77,725.00	
3	3.2	Increase parent participation in school and district meetings and	Yes	LEA-wide	English Learners	All Schools	\$8,500.00	

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 (%)
		committees - i.e, Local Control Accountability Plan (LCAP), Site and District English Learner Advisory Committee (ELAC/DELAC), Parent Advisory Committee (PAC), Parent-Teacher Conferences (PTCs), and other opportunities.						
3	3.3	Develop a strategy to improve attendance districtwide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,128,681.00	\$5,950,081.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Implement, monitor, and evaluate GUSD safety plans.	Yes	\$488,540.00	\$545,425
1	1.2	Full PBIS Implementation for K-8 Schools	Yes	\$119,301.00	\$94,941
1	1.3	Maintain socioemotional learning (SEL) supports	Yes	\$452,297.00	\$430,748
1	1.4	Implement, monitor and evaluate the district wellness plan based on district needs.	No	\$0.00	\$0.00
1	1.5	Increase physical and mental health awareness and habits in students.	Yes	\$196,474.00	\$196,410
1	1.6	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	Yes	\$186,505.00	\$195,821
1	1.7	Fund Home-to-School Transportation	Yes	\$494,637.00	\$359,824
1	1.8	Gridley High School Suspension Monitoring	No	\$0.00	0.00
2	2.1	Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.	Yes	\$150,495.00	\$249,357
2	2.2	Offer a consistent, articulated, balanced instructional K-12 program to all students	Yes	\$1,436,309	1316996

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	Yes	\$549,765.00	\$551,494
2	2.4	All students increase proficiency in ELA, Math, and Science through a coordinated program of standards-based curriculum, appropriate core instruction and interventions, and lowered class sizes.	Yes	\$980,502.00	\$1,040,750
2	2.5	All GUSD students graduate college and/or career ready	Yes	\$822,046.00	\$789,347
2	2.6	Monitor Credentialing of Staff	No	\$0.00	0.00
2	2.7	Math Improvement in Middle School for EL Students	Yes	\$3,000.00	0.00
2	2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	Yes	\$18,500.00	\$10,695
2	2.9	English Learner and LTEL Awareness, Training, and Monitoring	Yes	\$7,000.00	\$7,475
3	3.1	Organize community events that engage families in their child's learning	Yes	\$80,810.00	\$58,557
3	3.2	Increase parent participation in school and district meetings and committees - i.e, Local Control Accountability Plan (LCAP), Site and District English Learner Advisory Committee (ELAC/DELAC), Parent Advisory Committee (PAC), Parent-Teacher Conferences (PTCs), and other opportunities.	Yes	\$21,500.00	\$28,491
3	3.3	Develop a strategy to improve attendance districtwide	Yes	\$21,000.00	\$22,350

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)
4	4.1	Create an inventory of current district facilities, their current condition, and future prioritization list based on condition, funding and emerging needs.	No	\$0.00	0.00
4	4.2	Monitor Condition of Existing School Facilities.	No	\$0.00	0.00
5	5.1	Investigate and purchase curricular modules of hands-on, high interest materials.	No	\$50,000.00	\$51,400
6	6.1	Aeries Training	No	\$30,000.00	0.00
6	6.2	Student Records Workshop	No	\$20,000.00	0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,896,936	\$6,028,681.00	\$5,898,681.00	\$130,000.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implement, monitor, and evaluate GUSD safety plans.	Yes	\$488,540.00	545,425		
1	1.2	Full PBIS Implementation for K-8 Schools	Yes	\$119,301.00	94,941		
1	1.3	Maintain socioemotional learning (SEL) supports	Yes	\$452,297.00	430,748		
1	1.5	Increase physical and mental health awareness and habits in students.	Yes	\$196,474.00	196,410		
1	1.6	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	Yes	\$186,505.00	195,821		
1	1.7	Fund Home-to-School Transportation	Yes	\$494,637.00	359,824		
2	2.1	Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.	Yes	\$150,495.00	249,357		
2	2.2	Offer a consistent, articulated, balanced instructional K-12 program to all students	Yes	\$1,436,309	1316996		
2	2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	Yes	\$549,765.00	551494		
2	2.4	All students increase proficiency in ELA, Math, and	Yes	\$980,502.00	1,040,750		

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)
		Science through a coordinated program of standards-based curriculum, appropriate core instruction and interventions, and lowered class sizes.					
2	2.5	All GUSD students graduate college and/or career ready	Yes	\$822,046.00	789,347		
2	2.7	Math Improvement in Middle School for EL Students	Yes	\$3,000.00	0		
2	2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	Yes	\$18,500.00	10,695		
2	2.9	English Learner and LTEL Awareness, Training, and Monitoring	Yes	\$7,000.00	7,475		
3	3.1	Organize community events that engage families in their child's learning	Yes	\$80,810.00	58,557		
3	3.2	Increase parent participation in school and district meetings and committees - i.e, Local Control Accountability Plan (LCAP), Site and District English Learner Advisory Committee (ELAC/DELAC), Parent Advisory Committee (PAC), Parent-Teacher Conferences (PTCs), and other opportunities.	Yes	\$21,500.00	28,491		
3	3.3	Develop a strategy to improve attendance districtwide	Yes	\$21,000.00	22,350		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
21,505,829	5,896,936	0.948	28.368%	\$5,898,681.00	0.000%	27.428%	\$202,130.26	0.940%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024