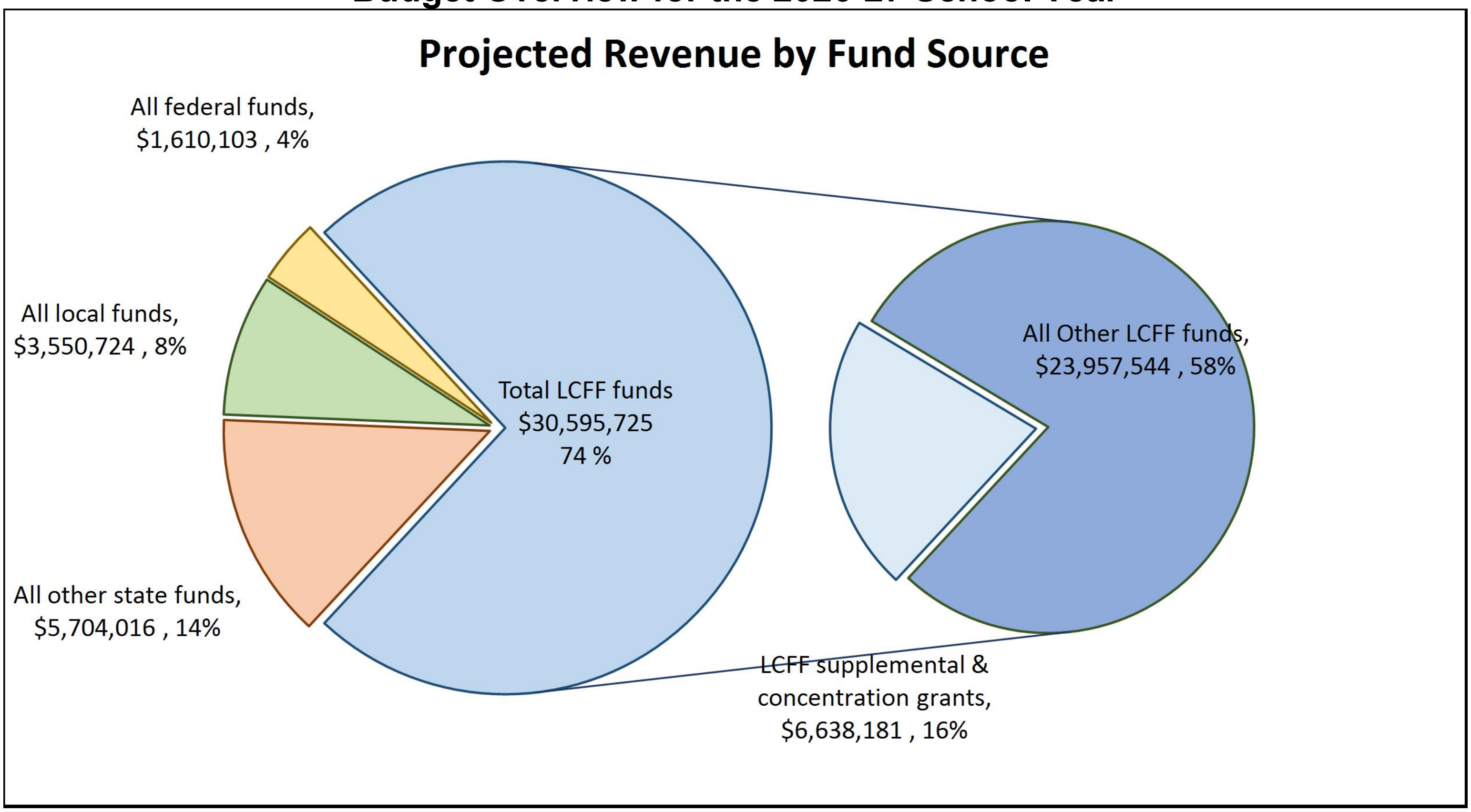
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gridley Unified School District
CDS Code: 04-75507-0000000
School Year: 2026-27
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 2026-27 School Year

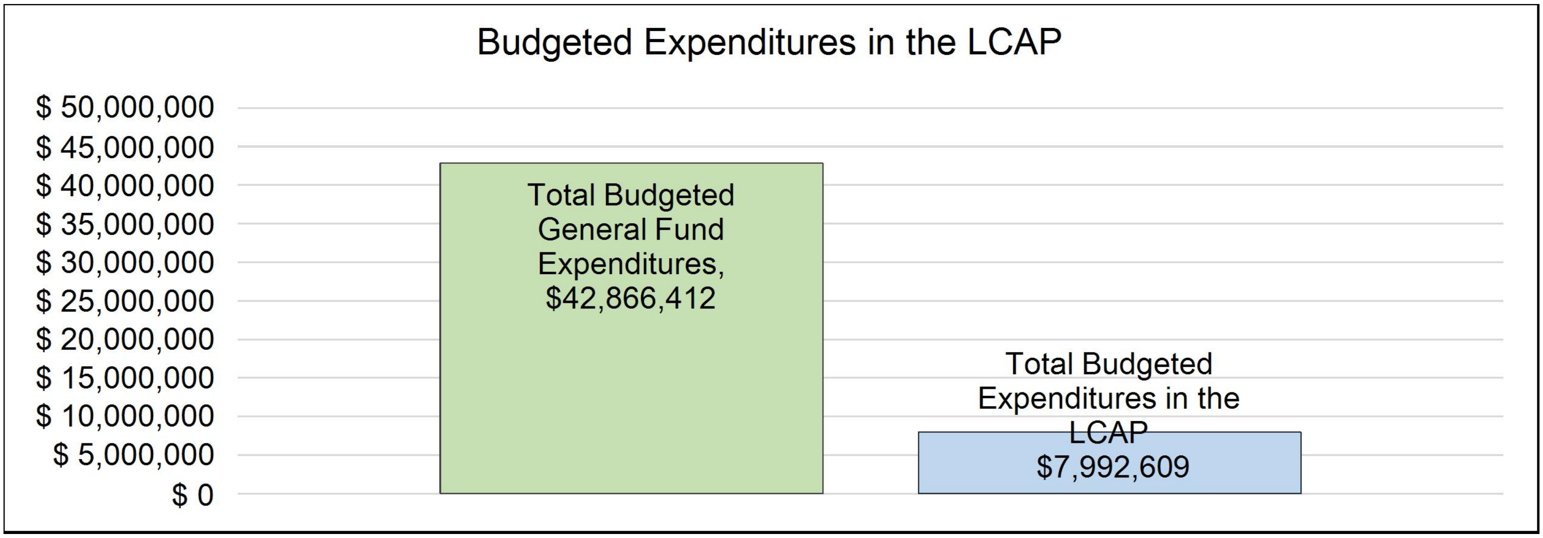


This chart shows the total general purpose revenue Gridley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gridley Unified School District is $41,460,568, of which $30,595,725 is Local Control Funding Formula (LCFF), $5,704,016 is other state funds, $3,550,724 is local funds, and $1,610,103 is federal funds. Of the $30,595,725 in LCFF Funds, $6,638,181 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gridley Unified School District plans to spend $42,866,412 for the 2026-27 school year. Of that amount, $7,992,609 is tied to actions/services in the LCAP and $34,873,803 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

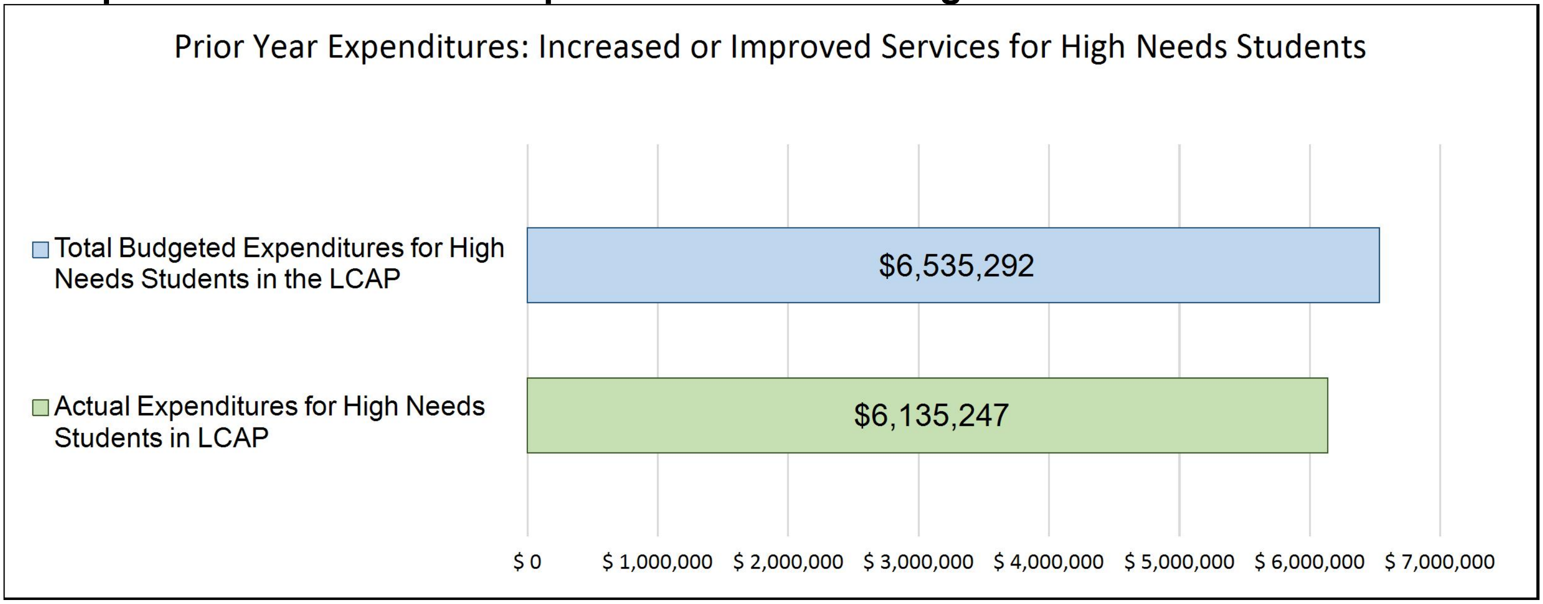
General fund expenditures not included in the LCAP document consist largely of the base staffing costs to operate each school site, including the teachers, custodial staff, office personnel, and other employees and expenses (e.g. utilities) that are needed to keep the doors open and provide what we call a no frills "base program". Also not included in the LCAP are the various federal Title programs that provide specialized funding to provide intervention (Title I), new teacher induction programs (Title II), and specialized additional English Learner supports (Title III). The funds of the LCFF supplemental and concentration are used to provide value-added services across the district and within schools serving to enrich students beyond the most basic of educations and provide additional supports beyond what the Title programs can provide.

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

In 2026-27, Gridley Unified School District is projecting it will receive $6,638,181 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 $7,038,226 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Gridley Unified School District's LCAP budgeted $6,535,292 for planned actions to increase or improve services for high needs students. Gridley Unified School District actually spent $6,135,247 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $400,045 had the following impact on Gridley Unified School District’s ability to increase or improve services for high needs students:

The majority of the underspent funding in the 25-26 LCAP was a reservation that had been set aside to update the over 10 year old math curriculum in the district in an attempt to combat lagging math scores. The adoption process started later in the year and took longer than hoped for, leading to missing the purchase deadline for 25-26. As soon as the funding window opens again after July 1, the District will be ordering all new math materials for grades K-8 to start the 26-27 year. This was not deemed to have significantly harmed the students who were still receiving math lessons in the final year of the current adoption.

![GRIDLEY Unified School District — Dedicated To Quality Education]

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 [2026-27]

General Information

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

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 2070 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 (~75%) and approximately 13.9% English Language Learners and 15.8% students with disabilities according to the district enrollments from the October 1, 2025 census day. Major student population consists of 59% Hispanic, 33% Caucasian, 3.5% Asian, 3.2% 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.

In 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.

In 2025-26, GUSD continued to be identified to receive Equity Multiplier funding for its Esperanza students moving into 26-27.

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.

In 25-26 and in planning for 26-27, Esperanza carried out its planned vaping issue intervention in concert with Gridley High, and secured a part-time social worker - both of which were well received. In summer 2025 they also attempted a summer school offering that was deemed unsuccessful due to low student completion and attendance. In planning for 26-27, summer school has been removed as an offering and replaced with purchasing additional time for the social worker, continuing to bring in outside speakers on substance use, and support continued use of the Paxton-Patterson materials previously purchased to replace consumable components and add additional topics of student interest.

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.

In the last available California School Dashboard (November 2025), GUSD saw some declines in performance with more areas popping in the Red than had been the case in the 2024 Dashboard. Areas that indicated need for significant improvements in the 2025 Dashboard as a district included Chronic Absenteeism where the district increased to 21.8% chronically absent from 18.6% , and all subgroups being either Red or Orange (ELs, Asian, and White students); in other words ALL subgroups saw a decrease in their regularity of school attendance across the board. Also taking a decline was the overall English Learner Progress, with the number of Long-Term English Learners increasing and the performance of ELs overall moving from 50% making progress down to 40% in the year. Some areas though DID show improvement or stayed roughly the same.

Suspension rates fell, moving from 4.7% to 3.5% in the district, moving to the Green level, but there was a noted uptick in the LTEL student population which went from only 1.9% up to 9.7%, a large swing - but that does sometimes occur when the student group is a smaller number (only 49 students in the 2025 data). College and Career Readiness saw a sharp improvement, moving from 53.8% prepared in 2024 (Yellow) up to 63.3% (Blue) prepared, with all student groups in the Green range for their improvement and high status. ELA scores on CAASPP also saw improvement across the district with a move from Orange (9 points below standard) to Green at only 2.3 points below standard for the district. Subgroups were also showing improvement in most cases, with last year's Red for Students with Disabilities improving to Orange status. Notably though, the LTEL student group fell to Red this year at 92.9 points below standard, a large drop from last year's only 59.1 points below. In Math, scores remained about the same (Orange) with the LTEL and Students with Disabilities subgroups remaining in the Red status in 2025 data. Graduation status of Green (about 93% graduation rate) remained as well, but it was up 0.6 percentage points from 2024.

LCAP requirements mandate that we continue to report on areas of need at the school site level as originally identified in 2023 data and how we have been addressing those throughout the LCAP cycle. These have been addressed in brief as follows, 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. This continues to grow as the district devotes more resources to "snowball" these events such as Day of the Child which saw almost 500 students in attendance plus their parents, Dia de los Muertos, and this year a new Mother's Day event as examples. Parents have increased participation in the ELAC and DELAC as well, with parents beginning to take increased leadership roles and presenting for other parents in the group.

In the 2024 Dashboard, McKinley had no groups in the red this year.

In the 2025 Dashboard, McKinley like other schools in the district saw an increase in absenteeism, moving into the Red for the all students groups except Students with Disabilities. The overall student group was at 26.5%, 21.9% for ELs, 28.5% for Economically Disadvantaged, 28.7% for Hispanics, and 21.4% for Whites. Disabled students were Orange at 28.9%.

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 that have continued to increase in size - for instance STEM night saw 269 participants.

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 newer (2024) ELA overall curricular adoption and Action 2.3 to improve literacy through use of instructional aides and reading-focused interventions which have all continued.

In the 2024 Dashboard used for the development of the 25-26 LCAP, Wilson continued to struggle with its academic performance for Students with Disabilities, with Red indicators for ELA and math. Chronic Absenteeism had also improved in the 2024 Dashboard to Yellow for the school as a whole, and Orange or Yellow for all student groups.

In the 2025 Dashboard, Absenteeism has once again climbed upward with Red indicators for the overall population at 21%, 23% for Economically Disadvantaged, 31% for Students with Disabilities, and 21.6% for Hispanics. White and English Learner groups remained Orange at 19.6 and 18% respectively. Math improved for the Students with Disabilities group to Orange, while ELA performance remained Red and actually declined to 102 points below standard from 97.9 the previous year.

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. Due to transitions in roles, this was not followed up on as much as could have been, but is to be strengthened for 26-27 in the face of setbacks in absenteeism rates in recent data.
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. In 25-26, work continued in this area through discussions with Chico State Math Project to bring organized math coaching to the district, an attempt to hire a focused math coach with Title I funds, and a lengthy adoption process that has led to a new K-8 math adoption for rollout in fall of 2026.

In the 2024 Dashboard, Sycamore remained in Red for its Students with Disabilities for Suspension at 19.1% suspended, in addition to Absenteeism of 32.3%, and Red statuses for those students' ELA and math performance at 123.6 and 175.9 points below standard, respectively. EL math performance remained Red as well, actually continuing to decline down to 110.2 points below standard from the 2023 level of 103 points below. Also in the Red for 2024 was absenteeism for the Economically Disadvantaged, at 20.2%.

In the 2025 Dashboard, Sycamore improved suspensions for its Students with Disabilities, falling to 10.2% from 19.1 the previous year. Absenteeim however rose to a 40.7% rate, up from 32.3 the previous year. It remained in Red as well for the SWDs in ELA and Math performance as well, at 128.4 and 179.1 points below standard - continuing to decline. Absenteeism went red this year for EL students, LTELs, and Economically Disadvantaged groups. LTEL performance also showed Red this year for the first time, with ELA at 101.2 Points Below and math at 156.2 points below.

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. This year in 2025-26, 22 students at GHS were seen for cessation,

down slightly from 24-25 (which is seen as positive since fewer students were in need of it), but next to none were issued lessons from Compass, a further drop from the previous year. Action 1.2 for increasing PBIS incentives and awareness also applies to this with upperclassmen at GHS focusing on freshmen through the Link Crew initiative which saw a ramp up of its activities this year.

In the GHS 2024 Dashboard, only the Students with Disabilities group was in Red, at 12.1% for suspensions.

In the 2025 Dashboard, no students were in the Red for GHS at all.

Additional locally available data related to the above original key red status areas from the end of May from the Aeries Analytics Dashboard (attendance), and comparisons of 2023, 2024, and then the 2025 Dashboard (CAASPP and Suspension):

At the close of 24-25 year, 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. As 25-26 closes, McKinley chronic absenteeism was at 18.6% for all students (-5.7), 9.4% for ELs (-15.2), 17.6% for Hispanics (-9.6), 21.1% for Economically Disadvantaged (-2.2) and 24.7% for Students with Disabilities (-4.4). This shows an improvement in attendance for McKinley this year over last for all student groups.

In the close of 24-25 year, 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. As 25-26 closes, Wilson chronic absenteeism was at 14.5% for all students (-3.5), 14.9% for ELs (-0.5), 13.0% for Hispanics (-6), 15.0% for Economically Disadvantaged Students (-4) and 24.5% for Students with Disabilities (-2.3). This is also encouraging as it shows student attendance improving this year at the school.

At the close of 24-25, 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 was mixed. As 25-26 closes, early local CAASPP data are not yet importable into our third party vendor system to generate comparable results for points below standard, unfortunately.

At the close of 24-25, 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. As 25-26 closes, Sycamore chronic absenteeism was at 13.9% for all students (-1.8), 9.8% for ELs (-5.9), 11.1% for Hispanics (-3.8), 13.6% for Economically Disadvantaged (-3.5) and 26.3% for Students with Disabilities (-5.1). All of this suggests improvement in attendance this year. As 25-26 closes, early local CAASPP data are not yet importable into our third party vendor system to generate comparable results for points below standard, unfortunately.

At the close of 24-25, 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 showed 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 suspensions in 24-25. As 25-26 closes, Gridley High chronic absenteeism was at an estimated 8.3% overall (-5.9), for 14.8% ELs (+5.3), 7.2% for Hispanics (-8.5), 8.1% for Economically Disadvantaged (-7.7), and 16.4% for Students with Disabilities (-1.1). This demonstrates continued improvements in attendance for all student groups other than for English Learners, the same group that saw a marked increase in suspensions in the previous year.

Gridley High School in 24-25 was at an estimated 6.5% suspension rate overall thus far, a drop from 9.2% in 23-24, with estimates for English Learners at 9% versus 15.2%., Economically Disadvantaged at 6.8% versus 10.5%, Hispanics at 4.8% versus 10.2%, and Whites at 9.8% versus 8.4%. Current end of year estimated suspension rates in 25-26 was a rate of 7.1% overall, with ELs at 3.2%, Economically Disadvantaged at 5.3%, Students with Disabilities at 9.5%, Hispanics at 7.2%, and Whites at 8.1%. This shows a continuing decline in the GHS suspension rates for the target groups except in Hispanics where there was an uptick.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LRBG) UPDATES
New for the 2025-26 LCAP, 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 lagged 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 has been 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 became the single lowest performing group in mathematics for 2024-25. This led to a red Dashboard status designation for the entire district. Consequently, GUSD started and is continuing to use 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 began using 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).

As the final year of the three year LCAP cycle begins, GUSD remains committed to leveraging the LRBG monies to the same goals and actions targeted last year with minimal changes. Those changes include moving the district librarian to fulltime (desired candidate was only able to work part time in 25-26, but is now available full time), and moving the district part time nurse to full time status). Additionally, idue to the state releasing additional money in the LRBG that had been withheld, a previous split-funding of the SEL counselors with LCFF supplemental and concentration dollars is moving to fully funding the counselors with LRBG dollars to free up LCFF dollars as unrestricted money to support a costly math adoption and other coming expenses in 26-27.

Reflections: Technical Assistance

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

GUSD was identified in 23-24 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 were 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 UPDATES (2025-26 LCAP)
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.

DA UPDATES (2026-27 LCAP)
In the 2025 Dashboard, GUSD was once again identified for a new DA (Differentiated Assistance) status due to performance of the Long-Term English Learner or LTEL subgroup in chronic absenteeism and suspension rate, and for the Students with Disabilities (SWD) subgroup in chronic absenteeism and academic performance (math and ELA). GUSD district leaders met with Butte County Office of Education representatives on February 6, 2026 and again on April 24, 2026 to discuss the performance of these groups and GUSD's plans to address them. The LTEL group, which in Gridley are all Hispanic students unable to exit EL status due to either or both of not managing to make it to level 4 on their ELPAC or even if they make it to level 4, are unable to show sufficient proficiency on their secondary STAR Reading assessment, express frustration with being "stuck" and sometimes a hopelessness at their lack of academic growth and their loss of electives in middle and high school - both of which can lead to higher incidences of absenteeism and behaviors leading to suspension, and of course as suspensions increase, so does absenteeism. To address this, GUSD has prioritized increasing ELD services in the elementary grades to increase reclassification rates prior to middle school when the LTEL status is first possible, and to increase student services around literacy and reading in the district (Action 2.2) as well as adopting new ELD curricular materials and strategies that have been shown in research to increase student potential of passing the EL proficiency exams (Kinsella 2011). Work to address the status of the low academics identified in the SWD population has involved the implementation and training in new ELA curriculum in K-8, plus work to adopt new math materials as the current ones are over a decade old. This work is part of actions 2.2 and 2.4. Student behaviors leading to the increased absenteeism rates for SWD are an ongoing concern as this has historically been our most-absentee prone student group due to their typically higher

suspension rates due to behavioral issues, plus many of these students have ongoing health concerns that make the parents keep them home, and in some cases their behaviors are such that parents choose to keep them home more often for health reasons. As absenteeism is a districtwide concern really in all student groups, this remains a focus of action 3.3 to improve attendance in all populations.

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 and Curriculum Committees - 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 state

Educational Partner(s)	Process for Engagement
	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 contact with the bargaining unit leadership during the year. The leadership of the collective bargaining groups is also contacted annually 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. Draft copies of the LCAP are also sent to bargaining unit leadership for input or questions as well.
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. Additional input comes via monthly superintendent meetings with the site administrations as well, and he brings direction to the LCAP process too as a result of those meetings.
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 on the same night in alternating months, with a more general district advisory parent meeting in the intervening months. 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

Educational Partner(s)	Process for Engagement
	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 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.
Students	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. Representatives of Sycamore and GHS student government the leadership classes in the spring met multiple times with district leaders. At these meetings the purpose of the LCAP was shared along with data about their schools and the district including using the Board Goals as a guiding document for these meetings. Students were then encouraged to have discourse about what was working or

Educational Partner(s)	Process for Engagement
	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 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 one LCAP specific session on March 31 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 moving into 26-27, including slight increases each year. As a result the staff 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, and was Orange in the 2025 Dashboard. 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 again in 2026, 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 for increased library collections even though there was spirited discussion about the direction of library policies, a remaining 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, and differentiation for struggling students.

Falling off from being a "hot topic" for teachers was interest in English Learners. In technology, staff continued as last year to report wanting greater understanding of artificial intelligence and plagiarism detection, use of smartboards, and then district platforms such as EduClimber. This feedback affected district decisions about what professional development to plan for 2026-27 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. Also influenced by these discussions were an intentional generous set aside in action 2.2 to build up the library collections and program at the three school libraries. 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. Seeing that staff report annually some recurring themes in certain types of training, the district team is also looking at curating a library of self-help documents and videos.

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 continue to share 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 last year and this year in that 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, and has for the past two years had Spanish-speaking personnel on site at all back to school nights to assist parents in technology and this will continue. 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 - these events were ramped up in 2025-26 and this will continue in 26-27. Turnout was stellar this past year with one event seeing over 500 children plus their accompanying parents all in attendance 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 continued commitment to a special EL parent events at the start of the school year, and possibly bringing back the PIQE organization to the district in 26-27 for parents. At the district level, additional support continues to be provided through video-based student score reports that walk parents through their students' CAASPP and ELPAC scores in their home language.

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 students who misbehave held accountable for their actions. Students also shared seeing a difference in student performance in departments that provided cohesive curricular experiences to students versus departments that were disconnected and teachers weren't teaching the same course in the same way. 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, installing new vape detection technology in summer 2026 after some to testing (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' insights into the lack of cohesive instruction in some departments is being brought to the attention of the respective site administrations for consideration and action.

SELPA consultation at the March 31 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 and to work toward greater alignment of the CIM to the LCAP which will be undertaken in the development of the next three year LCAP cycle.

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 first in the 24-25 and 25-26 LCAP to cause 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 theirs 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 continued support for the popular elective offerings using the hands-on Paxton Patterson materials, and an increase in last year's strategy to improve socioemotional supports and supports to improve graduation and attendance through adding a part time social worker to connect with students and families. This coming year, student feedback about the social worker was so positive, that additional funds to increase her timebase are being allocated in Action 7.2. Summer school was not well received by Esperanza students and has been discontinued. Student feedback after the Chris Herron substance talks this year were positive, and additional guest speakers are planned for this coming year to increase student awareness of personal health.

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)

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	CHKS survey results from end of year surveys (April 2026): Grades 5, 7, 9, 11 % Safe at School 84/67/66/60	Note: Goals will be considered "met" if all but the 11th graders indicate success. This reflects that the	Changes since Baseline: % Safe at School Grades 5, 7, 9, 11 +9/+20/-2/-12 % 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	% Antibullying Climate 66/--/--/--/-- (no longer after grade 5) % Been Bullied or Targeted 49/30/32/28	11th grade cohort includes measure of students at Esperanza whose experiences are often considerably different than grade-level peers.	-2/--/--/--/-- (no longer after grade 5) % Been Bullied or Targeted -6/-23/+4/+5
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%	2025 Dashboard in November reported 21.8% Chronic, an increase of 3.2 since last year. Preliminary CALPADS 14.1 report data from the end of May indicate estimated overall Chronic rates of: McKinley 20.05% Wilson 16.47% Sycamore 17.39% GHS 12.08% Esperanza 84.92% Esperanza 69.69%	Chronic absenteeism will reach and maintain a level under 10%.	Official Dashboard chronic absenteeism rate since Baseline: -0.6%
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 94.6% Sycamore 95.2% GHS	In February 2025, SIS reported attendance rate in EduClimber: 93.72% McKinley 94.55% Wilson 94.74% Sycamore 94.85% GHS	At end of May, 2026, EduClimber SIS Attendance rates were: 93.19% McKinley 94.87% Wilson 94.26% Sycamore 94.99% GHS	Sites will reach or maintain an overall attendance rate of 95%.	Attendance rate change since baseline: McKinley -0.11% Wilson +0.17% Sycamore -0.34% GHS -0.21 Esperanza N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		N/A Esperanza	N/A Esperanza At end of May: 93.6% McKinley 94.1% Wilson 94.51% Sycamore 94.69% GHS N/A Esperanza	N/A Esperanza		
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	Spring 2026 SAEBRS Emotional Benchmark Percent at or Above Benchmark K: 88.4 1: 77.9 2: 86.6 3: 95.4 4: 86.2 5: 79.8 6: 79.3 7: 85.9 8: 87.2 9: 81.5 10:79.7 11:86.3 12:91.5	All grade levels will show at or above 80% of students at benchmark for emotional skills and risk analysis.	Since Baseline SAEBRS Emotional Benchmark K:+16.8 1: -3.8 2:+4.5 3: -1.8 4: +8.4 5: +20.4 6: -2.2 7:+8.3 8: +5.6 9: +1.4 10:-2.6 11: +9.5 12: +3.5
1.5	Priority 6: SAEBRS Social Assessment as reported in EduClimber	Spring 2024 SAEBRS Emotional Benchmark Percent at or Above Benchmark	Spring 2025 SAEBRS Social Benchmark	Spring 2026 SAEBRS Social Benchmark	All grade levels will show at or above 85% of students at benchmark for	Since Baseline Spring to Spring SAEBRS Social Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%).	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	Percent at or Above Benchmark K: 74.4 1: 82.4 2: 75.6 3: 88.0 4: 85.5 5: 86.0 6: 84.1 7: 89.1 8: 92.3 9: 92.3 10:81.3 11:88.4 12:85.4	social skills and risk analysis.	K: +2.8 1: +2.2 2: -3.7 3: -5.6 4: +0.3 5: +7.9 6: +7.2 7: +19.3 8: +15.5 9: +6.9 10: -7.7 11: +3.2 12: -7.6
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 83/67/71 %Meaningful Participation 38/22/23	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 %Caring Relationships with Staff 72/53/66 %High Expectations by Staff	CHKS survey results from end of year surveys (current April 2026): Grades 5, 7, 11 % Connected to School 74/63/58 % Academic Motivation 86/64/60 %Caring Relationships with Staff 76/55/61 %High Expectations by Staff	% 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 %Meaningful Participation 45/30/30 %Perceived School as Safe	Spring CHKS survey results from end of year surveys since Baseline: Grades 5, 7, 11 % Connected to School +6/+14/+4/ % Academic Motivation +4/+11/+5 %Caring Relationships with Staff +10/+2/+5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		%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	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	85/73/69 %Meaningful Participation 37/27/27 %Perceived School as Safe 84/67/60 %Victimization (% with ZERO issues) --/71/77 % Antibullying Climate 66/--/-- (no longer after grade 5) %Parental Involvement in Schooling 76/55/49 %No Substance Use at School --/99/94 %Facilities Well Kept 73/47/56	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 70/70/70 65/65/65	%High Expectations by Staff +2/+6/-2 %Meaningful Participation -1/+5/+4 %Perceived School as Safe +15/+20/-10 %Victimization (% with ZERO issues) --/+8/unchanged % Antibullying Climate unchanged/--/-- (no longer after grade 5) %Parental Involvement in Schooling -2/+18/+7 %No Substance Use at School --/+9/-1 %Facilities Well Kept +23/+18/unchange d
1.7	Priority 6: District Suspension Rates as measured by both official means (Dashboard) and local measures (Aeries and/or Preliminary CALPADS data).	At the close of 2024 school year, the locally estimated suspension rate in the district was 4.8% in GUSD. Among subgroups, end of 2024 estimates were: Asian 0%	The 2024 Dashboard showed 4.7% suspension rate, an improvement of 1 percentage point over the previous year. At 2024-25	The 2025 Dashboard showed 3.8% suspension rate, an improvement of 0.9 percentage point over the previous year. At	GUSD overall suspension rate will fall to under 4%. Suspension rate for foster and homeless youth will fall under 8%	Suspension Rates since Baseline: All Students -1.0. Asian +2.8 English Learners: -6.8 Foster Youth: N/A Hispanic: -0.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 9.4% Foster Youth: 12.5% Hispanic: 4.3% Homeless: 21.7% Socioeconomically Disadvantaged: 4.1% Students with Disabilities: 11.3% Two or More Races 6.3% White: 6%	midyear in February, suspension rate overall is an estimated 3%. Among subgroups, 2024 Dashboard showed official rates of Asian 1.4% English Learners: 3.5% Foster Youth: N/A Hispanic: 4.1% Homeless: 8.9% Socioeconomically Disadvantaged: 4.9% Students with Disabilities: 7.9% Two or More Races 7.8% White: 5.8% At last week of May 2025, estimated suspension rates using CALPADS 7.11 data by school were: McKinley <1% Wilson 1.8% Sycamore 6.6% GHS 6.7% Esperanza 21.7%	2025-26 midyear in February, suspension rate overall is an estimated 3.4%. Among subgroups, 2025 Dashboard showed official rates of Asian 2.8% English Learners: 2.6% LTEL: 9.7% Foster Youth: N/A Hispanic: 3.7% Homeless: 5.8% Socioeconomically Disadvantaged: 4.3% Students with Disabilities: 5.5% Two or More Races 7.0% White: 4.0% At last week of May 2026, estimated suspension rates using CALPADS 7.11 data by school were: McKinley 3.6% Wilson 7.2% Sycamore 6.5% GHS 7.0%	each. Other subgroups shall remain under 8%.	Homeless: -15.9 Socioeconomically Disadvantaged: +0.2 Students with Disabilities: -5.8 Two or More Races +0.7 White: -2.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Esperanza 50%		
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%	2025 Dashboard results show Overall: 6.2% Asian 7.7% English Learners: 8.3% LTELs: 7.7% Foster Youth: N/A Hispanic: 5.4% Homeless: 4.5% Socioeconomically Disadvantaged: 6.8% Students with Disabilities: 10.2% Two or More Races N/A White: 6.8%	GHS suspension rate will fall to an overall of 5% with no subgroup over 10%.	GHS Suspension Rate since Baseline" Overall: -3.0 Asian +7.7 English Learners: -6.9 Foster Youth: N/A Hispanic: -4.8 Homeless: N/A Socioeconomically Disadvantaged: -3.7 Students with Disabilities: unchanged Two or More Races N/A White: -1.6
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.	A single student was expelled in 25-26.	GUSD will maintain an expulsion rate at or below 0.15%.	Expulsions since Baseline are at -2 students per year, well under the target 0.15 rate.
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% followed by Sycamore at 97.8% and Wilson at 94.8%.	2025 fitness testing results as entered into Aeries was mixed, with Wilson entering results for 100% of Flexibility, down to a low of 32.3% in abdominal strength.	At end of testing window in May 2026, district participation rate was 97.6%. with GHS the at 96.8% followed by Sycamore at 98.0% and Wilson at 98.6%.	All sites will reach and maintain 97% participation in fitness testing.	Since baseline, Fitness Participation has been: District:+0.8 GHS: -2.6 Sycamore: +2.2 Wilson: +3.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.	Zero referrals.	GUSD will refer to Children's Hope counseling services at least 25 students or families across the district annually.	Year Over Year Unchanged. Zero.
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 students took regular advantage of bussing.	Of 427 reported riders, 292 were SED or 68.4%. District enrollment was 2072, so 20.6% took advantage of busing.	Maintain bus ridership at 80% or higher socioeconomically disadvantaged and 25% or higher overall ridership.	Since baseline, ridership percentages have changed: Low Income -1.6 Overall -1.4
1.13	Priority N/A: Review and Revision of GUSD Wellness Policy	As of the end of 2024, GUSD Wellness Policy had not been	Wellness Committee met in Fall and new draft	Zero meetings took place in 2025-26.	GUSD will review key points of wellness policy	Change since Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		substantially reviews and updated since inception and passage in 2018-19.	policy was adopted in February, 2025. After initial implementation, additional changes expected for start of 25-26 following feedback.		annually and critically review entire policy every three years as evidenced in meeting agendas and policy revisions.	Unchanged. Baseline was zero, one meeting was held in 2024-25 and zero in 25-26.

Goal Analysis [2025-26]

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

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

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. More recently, (starting last year) we added pieces to 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 Safety
Fully Implemented, but Ongoing
Successes - All school site safety plans were reviewed and reapproved in the spring, bringing in consultation from Gridley PD and Site Councils. A cohort of administrators and campus security workers attended a national school safety conference over the summer to increase awareness and strategies for school safety, and all campus supervisor positions remain filled as do the assistant principal positions. Coming out of that conference, additional staff will be attending in 2026-27 as well as discussion during the year and numerous product demonstrations around increasing campus security through visitor management systems that run instant background checks, more functional vape sensors, and networks of panic buttons and more warning/emergency equipment. Ultimately, installation of visitor management kiosks at all comprehensive school sites was completed. Testing of vape sensors continues, with purchase and installation of new increased numbers of vape sensors to take place over the summer as does final decision on a more comprehensive panic button and emergency management system.

Challenges - Vape selection was slow due to desired installation locations being difficult as ceilings are largely too high for the units to work as intended. Initial review of panic button systems was also slower than desirable as this will be a very costly venture, and a decision on vape systems needs to happen first to ensure integration. Another challenge was that the test vape units were installed in a restroom location that was closed for an extended period due to vandalism. Parent meetings raised the issue of campus safety and lack of fencing at GHS, and this has been a slow item to address as the campus is 16+ acres in size and fencing it all will be very costly. 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 as serious as the shooting at Feather River Adventist near Oroville in 2024 and more recently gunshots at a local house near a school site that were investigated by police. 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.

1.2 PBIS Implementation
Partially Implemented, Ongoing
Successes - Funding continues to support incentive programs to reward desired student behaviors as well as to promote/support programs such as WEB and Link Crew that seek to improve campus culture. The GHS Activities Director remains fully staffed.
Challenges - Despite using the term "PBIS", limited staff are fully PBIS trained or have attended PBIS conferences in the last two years, nor have sites completed fidelity surveys to check adherence to a PBIS model leading to what we term as a "PBIS-lite" implementation. Explicit teaching and reinforcement of campus-wide expectations is sporadic. As an action measured by suspension rates and Healthy Kids Survey results, the overall success of this action remains in question as suspension rates fluctuate year to year, especially within various student subgroups. Therefore, this is a known area of growth for the coming year.

1.3 Socioemotional Supports
Fully Implemented, Ongoing
Successes - Funds continue to support a socioemotional counselor position at each school site as well as supporting a 1.0 FTE additional school psychologist, and all were filled this year. The SAEBRS SEL data gathered suggest that over time, most students are improving in their social and emotional health over time and data were gathered this year from all grade levels, unlike last year when some elementary teachers did not conduct the survey. Improvements in SEL within the district were further supported at the Sycamore site where their Healthy Kids mental health report card summary showed students there "happier" than in previous years with more positive outlooks.
Challenges - Delivery of Tier 1 SEL lessons, despite the District purchasing curriculum for this purpose at all school sites, continues to be hit or miss.

1.4 Wellness Plan
Fully Implemented, Ongoing
Successes - The district wellness plan that was originally created six years in the past was in the 24-25 school year and revised 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 of 2025 to further amend and adjust the plan for clarity and to take into account unforeseen implementation questions that rose at first approval. The nutrition services director completed a fidelity assessment for the plan this year in May 2026 called the WellSAT Policy Assessment.

Challenges - Despite a commitment in the metric to review the plan annually and take a longer look each three years, no wellness committee meeting occurred in this school year. With the completed WellSAT review, there is a plan to reconvene in 2026-27 to do the deeper dive on the policy and correct shortcomings noted in the self-assessment.

1.5 Physical and Mental Health Awareness
Fully Implemented, Ongoing
Successes - District wellness and health of students was further supported through continued finances for the Wilson Track Meet, the Special Education Track Meet, and Wellness Fair/Farm to Table 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.
Challenges - None.

1.6 Partnerships for Substance Abuse, Mental Health, and Physical Health
Partially Implemented, Ongoing
Successes - GUSD continued partnership with cessation counselors from Butte County Office of Education which serve almost 36 GUSD students this year for substance abuse cessation. Counseling staff provided outside referrals for counseling to Victor Services. 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.
Challenges - Despite having access to an additional local counseling resource, Children's Hope, no referrals were made this year and only two last year. GHS issued little to no lessons through the Compass system this year due to a change in administration leading to unawareness of the resource as an alternative to suspension for vaping and other offenses. A recognized ongoing challenges to local partnering is a lack of available counselors in the Gridley area - not a new problem at all. Despite maintaining a strong partnership with tobacco cessation personnel at BCOE, vaping continues to be a leading cause of suspensions and other discipline at the secondary level for students, both in nicotine and THC-based vapes.

1.7 Home to School Transportation
Fully Implemented, Ongoing
Successes - GUSD continues provision for staffing and some supplies purchases within the Transportation Department and the department has remained largely fully staffed.
Challenges - The district finds it difficult to attract and retain qualified bus drivers on an ongoing basis due to the "seasonal" nature of school bus driving conflicting with people who would prefer full time employment year round. An additional challenge occurs when specialized transportation needs arise for homeless students who have a legal right to retain enrollment and transportation to the district, even if they move away a considerable distance as limited personnel are available and bringing on additional drivers is a slow process if they can even be found.

1.8 Monitor GHS Suspensions
Partially Implemented, Ongoing
Successes - Early monitoring of GHS suspension rates showed decreases and frequency was reduced as the year progressed.

Challenges - None.

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 examining the actions and services for Goal 1, GUSD does not identify any particular ones that were materially over or underspent other than in 1.5 and 1.7. The variances in the other actions were either due to slight differences in the estimated costs of purchases to be made, or in some cases due to staff salary and benefits increases that pushed the overall action higher than originally budgeted during the course of the year. In action 1.5, the material difference in expenses is attributed to staffing changes in which more costly experienced employees moved to other positions and the positions funded under the 1.5 action for elementary PE teachers were filled with newer teachers at considerably lower expense. Action 1.7 was underspent because in the previous year additional bus-related repairs and parts purchases were not needed this year, and so the funds remained unused. All core services in all actions were implemented.

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 effective - positions were all staffed throughout the year, camera systems upgraded or added to, and required drills occurred. Additional work to examine new vape detectors and select an upgraded emergency management system was done, to be completed in the 26-27 year for back to school. Metrically, students on Healthy Kids are reporting generally increased feelings of security and safety on campuses overall.

1.2

This action was of mixed effectiveness. 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 again for the second year in a row except for a visitation at Wilson School in March where an outside BCOE observer found 100% compliance with PBIS targets. This is a definite concern as GUSD moves into the final year of the current LCAP given that attendance continues to lag and Healthy Kids data indicate that bullying in various forms continues to be a concern. Notably, the one site that had evidence of conducting the PBIS fidelity survey did find increased student satisfaction and safety felt on campus through the Healthy Kids Survey data, despite an empiric increase in the number of suspensions on campus - or perhaps the safety feelings were positively influenced by the increased suspensions on campus (See Metric 1.7 - Wilson suspensions tripled over the previous year).

1.3

As an action, this was largely effective as all positions were staffed all year overall. But, inconsistent use of Tier 1 lessons as was identified in the action limits the overall effectiveness. There was an improvement in SAEBRS data this year though to suggest that conditions are improving, and students are also feeling safer at school too on Healthy Kids, even though there are also reported ongoing bullying issues at a higher than desired level.

1.4
The wellness plan action was partially effective this year as the plan was not reviewed by the wellness committee this year, though the committee chair has indicated that after her self-evaluation of the policy, the committee will meet again in 26-27 to work through needed revisions. So although that might seem ineffective, the existence of the policy overall was effective in that the District Office saw fewer attempts to circumvent the prohibitions on unhealthy snacks and using foods as rewards with students and no teachers received reimbursements for inappropriate food items used as incentives.

1.5
This action to support PE teachers at elementary plus healthy student/family events was effective with very improved attendance at the events and the retention of two FTE of teachers throughout the year. Participation in the state's fitness assessments was approaching 100% again, and 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
This action is deemed effective. Referrals to BCOE cessation counseling were effective for those who received them as the nearly three dozen students referred total had little to no recidivism after being referred and receiving their initial other disciplinary measures. Health aide positions were consistently filled as were the nurse positions. GHS and Esperanza co-hosted a major substance abuse speaker in late spring as well.

1.7
Provision for transportation support was effective as GUSD continued to provide free home to school transportation to 427 students during the year with an average daily ridership of over 330. 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 effective overall. Although not monitored monthly with fidelity by district staff beyond the beginning of the year, trends in changing needs of the campus were noted. For instance, it was noted that suspensions improved overall and so frequency of checks was reduced. However, in a continuation of an issue noted last year that the site was the least likely to issue Compass lessons as an alternative to suspension, this same outcome was caused differently - last year's assistant principal did not personally find the lessons worthwhile, while this year the new AP lacked sufficient training in their use and this was not noticed until very late in the 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.

Action 1.1 will have some increased expenditures planned for 26-27 as the District replaces all current vape detectors and adds additional ones to combat the continued prevalence of secondary school vaping. Additional funds are being allocated in this action to support adding in panic buttons for staff to more quickly contact the front office for assistance. Support for last year's added inclusion of a school resource officer funded through LRBG dollars remain as this position as been well received as increasing sense of school safety (see also Goal 3, Action 3). Resulting from positive learning that occurred at last summer's safety conference, additional GUSD staff will attend this summer and be working on reunification plans in case of mass emergency, plus looking at finally beginning to harden the GHS campus with fencing should a reasonable cost estimate be made.

Action 1.2 is being re-examined for its adherence to core principles of PBIS and to complete the required fidelity examinations.

Action 1.3 is not being revamped per se, but in order to maintain staffing of one SEL counselor per school site and a district psychologist, Learning Recovery Block Grant funds are being deployed to 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 last 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 continue to retain additional nursing staff, but will be moving her to fulltime status this year instead of half time in response to continued enrollment of high needs students in the district with physical disabilities beyond the scope of the existing 1.5 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 and we are seeing a steady number of families claiming high anxiety for their children and keeping them home, thus increasing our absenteeism rates. Additional nursing time will permit us to more aggressively intervene with physicians who might not understand the consequences of signing off on these student absences.

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.	• 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 • Provide training and access to crisis prevention, intervention, and response	$732,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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) 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. 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.		
1.2	Full PBIS Implementation for K-8 Schools	• 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 • Provide resources for PBIS implementation and access to ongoing PBIS professional development 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. 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	$87,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
		climate surveys. As students report somewhat better climate results for Gridley High, this action is primarily focused on the elementary and middle schools.		
1.3	Maintain socioemotional learning (SEL) supports	• Maintain or increase SEL focused counselors for school sites. • Increase proactive SEL presence over focus on reactive counseling at all school sites 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. In 2026-27, GUSD is continuing to support the deployment of socioemotional counselors at each site through Learning Recovery Block Grant funds ($$590,940) under allowable use C for integrating evidence-based pupil supports and training including 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. 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	$728,271.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students in the unduplicated pupil group through disaggregating the data.		
1.4	Implement, monitor and evaluate the district wellness plan based on district needs.	• Identify appropriate stakeholder groups to review, revise, and monitor the GUSD wellness plan 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.	$0.00	No
1.5	Increase physical and mental health awareness and habits in students.	• 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) • 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 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. 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	$271,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sites and taught by appropriately credentialed individuals, and student participation in athletics increases or is at least maintained in the upper grades.		
1.6	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	• Utilize parent liaison for community outreach and referrals (SEE ALSO ACTION 3.1) • Leverage resources provided through social-emotional counselors and district-wide nurses 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 school nurse funded through Learning Recovery Block Grant funds ($34,908 for 2025-26). 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). 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.	$249,984.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.7	Fund Home-to-School Transportation	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. This action's funding is inclusive of staffing and materials costs to support the GUSD home to school transportation program throughout the district. 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.	$400,968.00	Yes
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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Should progress be evident at end of fall semester, frequency of checks will drop to quarterly.		

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)	GUSD HR Department reports one confirmed misassignment and two corrected misassignments for the 25-26 year.	Reach 100% fully credentialed and assigned teachers at all times with the exception of local board assignments.	+1 Confirmed Misassignment +2 Corrected Misassignments

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 ceritifcation 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.	Adopted materials are in place for all core subjects in K-8, including a new ELA and a new ELD curriculum as of 2024. Math was reviewed in spring 2026 and a new adoption goes to the board in June.	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 core subject materials over 10 years of age, but will be brand new for fall of 2026-27.
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	2025-26 School Year Wilson Collection Size 7377 Average Age 2001 Items per student 11.4 Circulation 8032 Sycamore Collection Size 5409	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	Change from baseline Wilson Collection Size +249 Average Age +3 Items per student 0 Circulation -5113 Sycamore Collection Size -626 Average Age +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Items per student 8.4 Circulation 3353 GHS Collection Size 3391 Average Age of Collection 1999 Items per student 5.2 Circulation 430	Average Age of Collection 1999 Items per student 9.9 Circulation 2472 GHS Collection Size 3120 Average Age of Collection 2002 Items per student 5.0 Circulation 510	Average Age 1997 Items per student 5.4 Circulation 2371 GHS Collection Size 3016 Average Age 2002 Items per student 4.8 Circulation 593	Items per student 11.5 Circulation 13540 Sycamore Collection Size 6100 Average Age of Collection 1997 Items per student 8.5 Circulation 3450 GHS Collection Size 3425 Average Age of Collection 2000 Items per student 5.3 Circulation 500	Items per student -3.0 Circulation -982 GHS Collection Size -375 Average Age +3 Items per student -0.4 Circulation +163
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.	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 Development continue to exist in grades 6-12.	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	Students receive varying minutes of designated ELD weekly: In Kinder, 45 In 1, 120 In 2/3 160 In 4/5 160 In 6-8 ~225 In 9-12 ~280	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.	Change in weekly ELD minutes since Baseline: Kinder In Kinder, +45 In 1, +120 In 2/3 +60 In 4/5 +10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	Waivers on file for all NOT receiving services. English 3D materials in use in all designated ELD classes K-12	All EL students will receive designated ELD services weekly unless a parent waiver of services is on file annually.	In 6-8 0 In 9-12 0
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 common response	Results of the 24-25 survey: ELA: 4.2 ELD: 4.0 Math: 3.8 Science: 3.2 History: 3.4	Results of the 25-26 survey: ELA: 4.0 ELD: 3.8 Math: 3.9 Science: 3.3 History: 3.2	Maintain all indicators that are averaging 4.0 or higher and raise all others by 0.25 or more.	Change since Baseline: ELA: -0.17 ELD: +0.13 Math: -0.1 Science: -0.1 History: -0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Winter 2026 earlyReading SED 36.8% Non-SED 56.8% aReading SED 49.3% Non-SED 56.3% Spring 2026 earlyReading SED 40.6% Non-SED 53.3% aReading SED 48.6% Non-SED 63.3%	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 Since Baseline earlyReading SED -9.4 Non-SED +7.3 aReading SED -1.54 Non-SED +13.91
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 earlyReading White 47.9% Latino 40.4%	Winter 2026 earlyReading White 42.2% Latino 40.3% aReading White 60.1% Latino 42.8% Spring 2026 earlyReading White 41.3% Latino 40.4%	Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyReading White 65% Latino 51% aReading White 61%	Spring Since Baseline earlyReading White -17.13 Latino -5.6 aReading White +8.52 Latino +6.82

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			aReading White 56.7% Latino 53.2%	aReading White 64.3% Latino 43.0%	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%	Winter 2026 earlyReading EL 32.1% Non-EL 43.3% aReading EL 14.7% Non-EL 59.4% Spring 2026 earlyReading EL 38.3% Non-EL 44.5% aReading EL 13.9% Non-EL 59.3%	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 Since Baseline earlyReading EL -0.48 Non-EL -8.99 aReading EL -4.17 Non-EL -5.31
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 SWD 28.8% Non-SWD 48.4% aReading SWD 35.9%	Winter 2026 earlyReading SWD 25.5% Non-SWD 44.5% aReading SWD 22.2% Non-SWD 56.3% Spring 2026 earlyReading SWD 22.7% Non-SWD 47.9% aReading SWD 23.0%	Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyReading SWD 44% Non-SWD 60% aReading SWD 26% Non-SWD 61%	Spring to Spring earlyReading SWD -17.6 Non-SWD -6.41 aReading SWD -0.23 Non-SWD +1.85

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Non-SWD 60.3%	Non-SWD 57.1%		
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	2025 Dashboard results show for ELA CAASPP in grades 3-5 averaged 24.1 points below standard, a "maintained" of +2.8 points (Orange) ELs -49.3 (Orange) Low Income -35.3 (orange) Disabled -102.3 (Red)	Reduce "distance from three" for each subgroup by at least 10% form 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	Change from Baseline in Dashboard: CAASPP in ELA for grades 3-5 All students -8.4 ELs -7.6 Low Income -11.3 Disabled -10.2
2.11	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by socioeconomic status disadvantage level - Students at or above Benchmark	Spring 2024 earlyMath SED 36.63% Non-SED 38.71% aMath SED 51.91% Non-SED 55.26%	Winter 2025 earlyMath SED 22% Non-SED 57% aMath SED 45% Non-SED 60% Spring 2025	Winter 2026 earlyMath EL 21.4% Non-EL 39.8% aMath EL 31.0% Non-EL 59.3% Spring 2026	Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyMath SED 35.0%	Spring from Baseline earlyMath SED -3.43 Non-SED +21.29 aMath SED -3.31 Non-SED +12.54

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			earlyMath SED 35.0% Non-SED 50% aMath SED 51.1% Non-SED 59.8%	earlyMath SED 33.2% Non-SED 60.0% aMath SED 48.6% Non-SED 67.8%	Non-SED 42% aMath SED 56% Non-SED 60%	
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%	Winter 2026 earlyMath White 45.3% Latino 27.3% aMath White 63.8% Latino 48.1% Spring 2026 earlyMath White 47.6% Latino 31.9% aMath White 63.8% Latino 45.8%	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 -1.84 Latino +1.90 aMath White +5.19 Latino -4.07
2.13	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by EL status - Students at or above Benchmark	Spring 2024 earlyMath EL 22.45% Non-EL 40.47% aMath EL 30.86% Non-EL 60.78%	Winter 2025 earlyMath EL 22% Non-EL 41% aMath EL 28% Non-EL 60% Spring 2025 earlyMath EL 24.1% Non-EL 42.1%	Winter 2026 earlyMath EL 21.4% Non-EL 39.8% aMath EL 31.0% Non-EL 59.3% Spring 2026 earlyMath EL 20.0% Non-EL 44.5%	Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyMath EL 25% Non-EL 45%	Spring from Baseline earlyMath EL -2.45 Non-EL -4.03 aMath EL +1.26 Non-EL -4.18

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			aMath EL 16.7% Non-EL 58.7%	aMath EL 29.6% Non-EL 56.6%	aMath EL 33% Non-EL 66%	
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% Spring 2025 earlyMath SWD 28.8% Non-SWD 40.8% aMath SWD 28.1% Non-SWD 58.4%	Winter 2026 earlyMath SWD 29.2% Non-SWD 37% aMath SWD 29.9% Non-SWD 59.1% Spring 2026 earlyMath SWD 25.0% Non-SWD 41.5% aMath SWD 29.9% Non-SWD 56.9%	Students will increase proficiency by approximately 10 percent over their baseline level, rounded off.	Spring from Baseline earlyMath SWD -0.37 Non-SWD +0.38 aMath SWD +1.33 Non-SWD -4.39
2.15	Priority 4: CAASPP Math for Elementary	In 2023, CAASPP in grades 3-5 in math averaged 29.3 points below standard (Yellow). ELs -44.4 (Yellow) Low Income - 37.1 (Orange) Disabled - 83.8 (Yellow) Preliminary CAASPP at the end of 23-24 for grades 3-5 shows average of 29 points below standard,	2024 Dashboard results show for math CAASPP in grades 3-5 averaged 28.6 points below standard, considered to be a maintenance score (Orange). ELs -53.6 (Orange) Low Income -37.4 (Orange)	2025 Dashboard results show for math CAASPP in grades 3-5 averaged 31.3 points below standard, considered to be a maintenance score -2.7 (Orange). ELs -53.6 (Orange) Low Income -40.7 (Orange)	Reduce "distance from three" for each subgroup by at least 10% form 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	Dashboard change from Baseline For grades 3-5 All -24.3 ELs -9.2 Low Income +43.1 Disabled -9.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs -76 Low Income - 32 Disabled - 110	Disabled -95.6 (Red) 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	Disabled -93 (Orange)		
2.16	Priority 7: Programs and services for Unduplicated Pupils and Students with Exceptional Needs measured by representation in select courses of study	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. In the 23-24 school year, 431 students were enrolled in at least one 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. In the 23-24 school year, 146 students were	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. 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	In the general population for 25-26, 84.5% are economically disadvantaged, 11.5% are students with disabilities, 4.4% are English Learners (EL), 33.9% are either EL or reclassified. ELs. In the 25-26 school year, 403 students were enrolled in at least one CTE pathway class - 58.8% of all students. Of those, 81.6% were socioeconomically disadvantaged,	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 percentage points of the overall school demographic.	CTE Enrollment % since Baseline All Students -5.2 Low Income +4.1 SWDs -1.8 EL +1.5 EL or RFEP -6.4 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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	34.1% were either EL or reclassified EL. 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.	8.4% were students with disabilities, 2.7% were EL, and 29.1% were either EL or reclassified EL. In the 25-26 school year, 160 students were enrolled in one or more AP and honors classes, or 19.4% of students. Of those, 78.2% were socioeconomically disadvantaged, 3.0% were students with disabilities, 0.0% were English learners, and 30.1% were EL or reclassified ELs		
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). ELs -68.6 (Orange) Low Income -14.2 (Orange) Disabilities -126.3 (Orange)	2024 CAASPP for ELA students in 6-8 ELA averaged 17.9 points below standard (Orange). ELs -60.1 (Yellow) Low Income -30.8 (Orange) Disabilities -123.6 (Red)	2025 CAASPP for ELA students in 6-8 ELA averaged 6 points below standard (Yellow). ELs -41.9 (Yellow) LTELs -101.2 (Red) Low Income -16.9 (Yellow) Disabilities -128.4 (Red)	Reduce "distance from 3" by at least 10 percent for each subgroup on official state scoring: All students -18 ELs -60 LTELs -75 (est.) Low Income -11 Disabilities -115	Dashboard ELA 2025 to Baseline in grades 6-8 All +1.8 ELs +26.7 LTELs N/A on Baseline Low Income -2.7 Disabilities -2.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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			
2.18	Priority 4: CAASPP Math for Middle School	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) Preliminary 2024 CAASPP for math in grades 6-8 shows 25% at or above standard. All students -71 below standard ELs -146 LTEL -138 Low Income -77 Disabilities -184	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) Preliminary 2025 CAASPP for math 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	2025 CAASPP for math students in 6-8 math averaged 58.3 points below standard (Yellow). ELs -99.2 (Orange) LTELs -156.2 (Red) Low Income -73.4 (Orange) Disabilities -179.1 (Red)	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	Dashboard math 2025 to Baseline in grades 6- All +0.2 ELs +3.8 LTELs -N/A on Baseline Low Income -4.9 Disabilities -18.9
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	In 24-25, 142 9th graders were enrolled in either IM 1 or IM 2 at the	In 25-26, 111 9th graders were enrolled in either IM 1 or IM 2 at the	Reach and maintain 75% of 9th graders being eligible and	Percentage of IM1 Enrollment since Baseline for Grade 9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the high school which is 71.26%.	high school which is 72.5%.	high school which is 66.5%.	enrolling in IM 1 or IM2.	-4.76
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. By key subgroups and distance from 3 indicator preliminary math CAASPP shows for grade 11: All Students -16 and -230 (E) ELs -166 LTEL -164 Low Income -14 and -144 (E) Disabilities -164	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 Dashboard shows for grade 11: All Students -13.6 and -232 (E) ELs N/A LTEL N/A Low Income -33.7 and -230 (E) Disabilities -170.3 Preliminary 2025 Math CAASPP data for GHS and Esperanza (E) show 40% and 0% proficiency while distance from standard is: All Students -32 and -186 (E)	Per DataQuest, in 24-25 in math, 40.37% of GHS students met or exceeded standard compared to 30.94% statewide. At Esperanza, 0% met standard. By key subgroups and distance from 3 indicator math CAASPP from the 2025 Dashboard shows for grade 11: All Students -30.6 and N/A (E) ELs N/A LTEL N/A Low Income -60.6 and N/A (E) Disabilities N/A	Increase district math rate to 50%.	DataQuest math 2025 to Baseline in grade 11 % at standard -4.38 GHS -6.0 Esperanza Dashboard subgroups distance from 3 change since Baseline All -14.6 ELs N/A due to sample size LTELs N/A Low Income -46.6 Disabilities N/A due to sample size

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELs -203 and N/A (E) LTEL -203 and N/A (E) Low Income -41 and -188 (E) Disabilities -159 and -226 (E)			
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% meet or exceed standards in ELA. 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. By key subgroups an distance from 3 indicator, preliminary ELA CAASPP shows for grade 11: All Students +73 and -58 (E) ELs -29	By key subgroups an distance from 3 indicator, preliminary ELA CAASPP from the Dashboard and Renaissance DnA 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 Preliminary 2025 ELA CAASPP data for GHS and Esperanza (E) show 73% and 25% proficiency while distance from standard is:	Per DataQuest, In 24-25, 72.84% of 11th graders at GHS met or exceeded ELA versus 48.82% at the state level. Esperanza N/A. By key subgroups an distance from 3 indicator, ELA CAASPP from the 2025 Dashboard shows for grade 11: All Students +62.1 and ELs +7.5 LTEL N/A Low Income +52.5 Disabilities -53.6	Maintain District ELA rate over 75%.	DataQuest ELA 2025 to Baseline in grade 11 % at standard -2.68 GHS Dashboard subgroups distance from 3 change since Baseline All -10.9 ELs N/A due to sample size LTELs N/A Low Income -16.5 Disabilities -2.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL -29 (same 3 students) Low Income +69 and -65 (E) Disabilities -51	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)			
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 as seen in the Aeries Analytics dashboard. End of year results for EAP in 23-24 were Ready in ELA and Math: All students 36.6%/17.8% ELs 0/0 Low Income 31.0%/13.9% Disabilities 10.5%/0% Conditionally Ready in ELA and Math: All students 36.6%/24.7% ELs 28.6%/14.3% Low Income 38.0%/19.8% Disabilities 10.5/5.3%	End of year results for EAP in 24-25 were Ready in ELA and Math: All students 38.2%/14.5% ELs 0%/0% Low Income 35.4%/11.19% Disabilities 7.1%/7.1% Conditionally Ready in ELA and Math: All students 44.1%/30.4% ELs 33.3%/0% Low Income 45.1%/32.1 Disabilities 21.4/0%	EAP in 25-26 for Seniors were Ready in ELA and Math: All students 38.0%/15.2% ELs 0%/0% Low Income 33.7%/12.8% Disabilities 11.1%/5.6% Conditionally Ready in ELA and Math: All students 34.9%/23.0% ELs 25.0%/0% Low Income 34.7%/18.1% Disabilities 16.7/0%	College Readiness as measured by the EAP will increase in each subgroup and on each assessment by 10% from the starting baseline.	EAP Readiness since Baseline Ready ELA/Math All Students +1.4/-2.6 ELs Unchanged/Unchanged Low Income +2.7/-1.1 Disabilities +0.6/+5.6 Conditionally Ready ELA/Math All Students -1.7/-1.7 ELs -3.6/-14.3 Low Income +-3.3/-1.7 Disabilities +6.2/-5.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.23	Priority 4: AP Exams Passed with a 3+ Score	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. At close of 2024 school year, 2024 AP results were not available.	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%. Scores for 2025 will be available in mid summer.	In spring of 2025, 101 AP tests were taken among the 126 students enrolled in AP courses, or an 80% test rate. Of those, 68 exams were passed with 3 or higher for a pass rate of 61%.	75% of students enrolled in AP courses will sit for their exams. Pass rate shall reach at least 60% and maintain annually.	AP Test and Pass Rate since Baseline +43 tests taken +2.0% Pass Rate
2.24	Priority 4: CTE Course Completion in Pathways	Pathway completion from the CALPADS 15.1 Cohort Outcome Report was 30 students for 22-23 or 17.96%. Pathway completion was not yet available at close of the LCAP timeline for 23-24 school year.	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). Pathway completion for 24-25 not available until mid-June.	From CALPADS 15.1 Accountability Report for 24-25, 67 GUSD students graduated with having completed a CTE pathway, for a total of 42.7% of graduates (157 total graduates in the cohort).	20% of students will complete a pathway.	Pathway Completion since Baseline +24.74% 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.	Final numbers for 23-24 school year, Aeries A/G Readiness analytics dashboard for grade 12 showed	Final numbers for 24-25 school year in the CALPADS 15.1 report, CSU/UC Requirements Met was 65 students,	45% of students will complete A-G requirements for college by the end of 12th grade.	A-G Completion since Baseline +3.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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. Numbers for 24-25 show 45.8% ready in Aeries LCAP Dashboard.	or 41.4%. In 25-26, at Aeries A to G Readiness data show 51.5% as ready.		
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.	CALPADS 15.1 cohort outcome report for 24-25 indicates that 30 students completed A-G and a Pathway, for 19.1% of all graduates.	12.5% of students will complete both A to G and pathway certification.	A-G and a Pathway Completer since Baseline +8.32
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%.	Graduation Rate for 24-25 as reported on the Dashboard for 2025 was 93.7%.	Maintain cohort graduation rate of 95% or higher.	Graduation Rate since Baseline +0.4
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	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 for 24-25 was one student per the CALPADS 1.8 report. GHS had zero dropouts and Esperanza had three, of a 157	Maintain a middle school dropout rate under 1%. Maintain a high school cohort dropout rate of 5% or less.	Dropout Rate since Baseline Middle School Unchanged High School +0.23

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. Rates not yet calculated for close of 23-24.	Middle School dropout rate preliminary for 24-25 is zero for middle school and for high school was 3 students of a cohort of 168, or 1.8%	cohort (1.9% of total cohort). CALPADS 15.1 complete cohort shows Esperanza with a dropout rate of 9.09% and GHS with 3.42%, for an overall dropout rate for the Class of 2025 of 3.82% in GUSD.		
2.29	Priority 4: Language Proficiency as measured by reclassification rate calculated both locally and with official state reporting.	According to CALPADS 2.16 EL Acquisition Status Report, in 22-23, GUSD reclassified 40 students, or 11.7% of its 342 ELs. 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% Of the 43 students reclassified this year, 23 were LTELs, making them 54% of our reclassified students this year.	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. 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. At the end of 24-25, GUSD had approved reclassification for	CALPADS 2.16 EL Acquisition Status Report for 2025 shows GUSD reclassified 37 ELs of 279, or 13.2%. At the end of 25-26, GUSD had approved reclassification for a total of 28 students. With Census day listing 279 ELs, GUSD has a reclass rate of 10% this year. 14 were LTEL, or 50%	Reach and maintain a 15% reclassification rate annually.	Reclassification Rate since Baseline All ELs +1.5 LTEL -4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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	Most recent Dashboard (2025) shows a district rate of 40.5% making progress, with an overall "Medium" status rating as opposed to the state level where 46.4% are making progress a "Medium" rating. All reporting schools show a decline in their ELPI with McKinley at 24% (-6.4), Wilson at 39.2% (-8.2), Sycamore at 50% (-12.9), and GHS at 33.3% (-13.7%)	Maintain ELPI status rating of High for the district and at least Medium for each school site.	ELPI since Baseline -19.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			rating for EL progress.			
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 LTELs. At-Risk of LTEL stands at 8.4%. Student enrollment of LTELs 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%.	DataQuest for 2024-25 shows 39 LTELs and 70 At Risk of LTEL, or 6.2% and 11.2%	DataQuest for 2024-25 shows 39 LTELs and 70 At Risk of LTEL, or 6.2% and 11.2% Internal Ellevation data shows a simple view of LTELs as 81 of the current 282 enrolled ELs or 28.7% (LTELs in Ellevation are ELs with over six years enrolled) and 61 at risk (21.6%)	Reduce LTEL populaton to under 15 students.	LTEL and At Risk of LTEL since Baseline LTEL +1.0 At Risk of LTEL +2.8 Number of LTELs +4 Number of At Risk of LTEL +22

Goal Analysis [2025-26]

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

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

Providing core instruction and a balanced approach to educating the whole child is a published board goal. As such, resources continue to be 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 this year after the start of the year.
2.1 Teacher Collaboration and PLCs
Fully Implemented, Ongoing
Successes - GUSD continues to offer Solution Tree PLC conference to credentialed staff, and at this point manages to send a group to the general conference about every other year. Teachers continue to meet weekly in after school PLC groups to discuss student data and plan instruction. Part of the financial set aside in this action item is the leadership team stipends, provided to teacher-leaders at each school site who are trained to facilitate their department or grade level PLCs. Another substantial portion of this is a set aside of funds to support teacher release days for trainings and co-planning within the year, and this set-aside is regularly used to the fullest at each school site.
Challenges - Some departments continue to go through the motions of active PLC work, but lack true cohesion and even students report that they can see a difference between departments that co-plan and those who do not in the instruction that they receive. Attracting these teachers to attend Solution Tree is an ongoing issue as they can be less likely to attend lengthy conferences even when offered.

2.2 Balanced K-12 Instruction and Experience
Fully Implemented, Ongoing
Successes - GUSD continues to leverage funds in this area to provide teachers with healthy classroom budgets for additional supplies to make sure that students have what they need for art projects, personal organization , science experiments, field trips, and other enriching experiences such as the elementary science camp at Shady Creek. Funds here are also used to staff a variety of special interest electives for students that might otherwise not be possible due to lower enrollment sizes. A notable success through this goal this year was acquisition of a part time credentialed teacher-librarian with LRBG funds for the district who has begun the process of unifying a library program for the district and modernizing the library collections as well.
Challenges - The most qualified Teacher-librarian candidate was only able to take on a part time position this year, leading to some limited inroads in the modernization and unification efforts in the libraries. As she is able to work full time in the coming year, this should be alleviated. The planned updating of math materials was slowed due to late official publication of the state's list of materials, leading to a substantial portion of funds set aside for this purpose ending up as carryover. Although a math option was ultimate selected, it is being ordered in the new fiscal year. Another challenge in this area has been increasing reliance on the Supplemental and Concentration dollars to support school athletics. Originally budgeted during COVID as traditional fundraising had to be put on hold, there has been a growing reliance on these funds to subsidize student athletics annually when these were previously supported through Boosters clubs and student fundraising.

2.3 Early Literacy
Fully Implemented, Ongoing
Successes - GUSD has further strengthened the training of the many elementary instructional aides in learning best practices for supplemental reading instruction to further this actions' success, but work yet remains as instructional aides have high turnover sometimes, causing new training to be needed.
Challenges - A previously planned and budgeted for intervention teacher at elementary level was not filled as the teacher was needed to re-enter the regular classroom due to a departure of other staff and the position was never filled, leading to a substantial underuse of the funds budgeted in this area. This led to a change in the model of sending students to an interventionist instead to teachers working with students and aides in the classroom, focused on Tier 1 instruction and in-class Tier 2 instead of attempting to push out students who "didn't get it the first time". As this was a substantial change in many years of practice, it was met with some pushback. Additional staff trainings in early literacy planned in concert with other districts were put on hold pending the actions of the state board of education to identify "approved" trainings.

2.4 Core Subjects Achievement
Fully Implemented, Ongoing
Successes - With the spring math adoption all but finalized and awaiting board approval, GUSD will have met its metric of having all core curriculum in the district less than 10 years of age. The one exception to this is that due to publishers not being ready with fully suites of review materials for high school, the GHS team is completing their adoption process in 26-27. Intervention models are in place and operating K-8 for students who struggle with their core materials. Another success in this area has been maintaining separate sections of ELD classes in the secondary level while working with elementary administration to carve out dedicated time to deliver much-needed ELD support with students.

Challenges - Preliminary quotes for the intended math adoption have come in considerably more than expected, and this is a fiscal challenge that the district will be facing in 26-27 once the high school team also selects a successor textbook. An additional challenge remains inconsistent growth in the achievement levels that measure the instruction provided in classes, in part due to many new curricula being brought into play in the last five years.

2.5 College/Career Readiness
Fully Implemented, Ongoing
Successes- This area is notably successful in that the high school continues to increase its offering in CTE pathways as well as pathways to college through expansions of partnered offerings with Butte College that earn students college and his school credit. GUSD continues to offer a variety of AP an honors courses here as well, and offers subsidization for their testing fees to remove barriers to student participation.
Challenges - Data discrepancies continue to plague the reporting of successes, as nearly annually issues in course coding have been found that ultimately lead to courses not counting properly in state reporting of how good GUSD is actually doing at preparing its students. This has been met through attempts to train personnel to maintain the records appropriately and more recently, in instituting an approval process to ensure that new classes are correctly built in the reporting databases from day 1 instead of trying to fix things later.

2.6 Credential Monitoring
Fully Implemented, Ongoing
Successes - GUSD continues to have a minimal number of credentialing issues, and certainly fewer than are found elsewhere in the state. The administrative staff screen candidates prior to interview to ensure that they are credentialed for the positions intended and attempt to secure all necessary paperwork ahead of time prior to teachers entering the classroom. Additionally, staff work to focus first on hiring fully credentialed teachers whenever possible instead of teachers out of field.
Challenges - An increasing number of teachers going out on extended leave during the school year has created challenges to secure fully credentialed longterm substitutes. Additionally, changes in personnel at the county office of education credentialing office have created a challenge in that past practices that were not seen by county staff in GUSD to be an issue have now become one. Essentially, although fully credentialed and able to teacher certain courses, some courses require paperwork to be annually filed ahead of time otherwise this creates an error that counts as a "misassignment".

2.7 Math Improvement for Sycamore (ELs)
Partially Implemented, Ongoing
Successes - Sycamore and GHS math staff attended a special Solution Tree PLC conference centered on math education this year in an attempt to increase the collective efficacy of those teams within each site and between the two sites.
Challenges - Sycamore has long struggled to use with fidelity its adopted math program, leading to much supplementation in instruction. As Sycamore was heavily involved in this year's selection of new math materials, this issue may resolve in 2026-27 upon implementation and training. Ongoing issues have been evident in continuing drops in Sycamore's math performance for its EL population, that led to the inception of this action item. Another challenge for the site has been losing 1/3 of its math staff over each of the last three years.

2.8 ELA Improvement for Wilson (ELs, SWD, SED)
Fully Implemented, Ongoing
Successes - Wilson achieved full implementation this year of the Into Reading curriculum adopted in 2024-25. The site also created a schedule that allowed for more time devoted to designated ELD work with its EL population as well.

Challenges - The site has struggled to maintain stability in its special education staff for the last couple of years, leading to some issues in consistency within the instruction of students with disabilities.

2.9 EL and LTEL Awareness and Improvement
Partially Implemented, Ongoing
Successes - A Title III funded EL specialist aide has been deployed around the district to service monolingual Spanish emergent English speakers, and an added benefit of that action serves this particular LCAP action in that she has eyes on the EL program and every site each week and has been assisting in coordination and awareness efforts for students of all ages. Another success has been the publicity at some schools afforded to the needs of EL students, leading to GUSD being able to support a cohort of secondary teachers attending the renowned QTEL institute this June.
Challenges - This action was listed as only partially implemented because part of the vision of the EL services team has been getting information into the hands of teachers early on each year about their EL and LTEL students and include instructional suggestions as well to remove that burden from the teachers, but the time to do so in this small team has been lacking. An additional challenge in increasing attention for EL students has been a mindset among some that ELD is an optional practice, so there have been reports of very late starts at some schools in the delivery of ELD services in the school year, and early cessation of those services once ELPAC testing has begun. An additional challenge has been in meeting the legal mandate to annually train all faculty in EL practices, so the approach has been to offer it on a somewhat more voluntary basis in most cases. A final challenges here is seen in attracting elementary teachers to the monthly ELD committee meetings. The bulk of attendees are secondary teachers, who ironically have the least number of EL students at their schools.

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 difference this year in expenses were noted in actions 2.2, 2.3, 2.7, and 2.9.
2.2 - The underspending in this area was due to a large budgeted purchase of math materials which was not ready to go by the close of the purchasing year, and this will be purchased early in fiscal 26-27. Some cost increases here occurred due to faculty raises as well.
2.3 - The underspending here was due to a planned position of intervention teacher going unfilled as the assigned teacher was moved to a "regular" teaching position funded under a different source due to a departure of the original staff member.
2.7 - The cost of attending the math conference was higher than originally anticipated.
2.9 - At teacher and EL team request, the District funded additional EL service programs that raised the cost in this area beyond what was originally budgeted.

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

2.1
Somewhat effective. Although planned for teacher time at weekly PLC meetings has been in place for years, key identified areas for improvement such as in ELA or math (depending on schools) still are not seeing movement in a consistent upward trend. Discussions with some student focus groups revealed that students can tell when departments are acting cohesively and co-planning and when they are not. So, in departments that are truly doing the work of PLCs, the results are showing, whereas in others that are not acting in concert, they are faltering.

2.2

Effective. Students continue to have access to a broad course of study with a variety of elective options at the high school and middle schools, and specialized subject area teachers are available to support science, arts, music, and even PE at the lower grades in elementary. All curriculum have been updated in the core subjects by the close of 25-26 to be under ten years of age, and the Curriculum Director has been working to identify and bring in sample curricula for the rotating art teachers in what had been a neglected area. A district librarian has been secured again and work done to unify library programming and create a true library program for students across the schools. Although the size of the collection overall fell this year from baseline, this was part of the plan as much "weeding" needed to be done to make room to grow the collection and remove books that had little to no circulation in decades. Over $20,000 was spent this year on new books, with double that planned moving into 2026-27 to bring the libraries closer toward their goal.

2.3
Mixed effectiveness. The bulk of the expense in this action pays for instructional aides targeting reading and other basic skills in the elementary grades, and locally measured reading scores continue to show inconsistent growth. The reading measure though is also fairly new, and early "high" scores at baseline might be due to uncalibrated early scoring of students. Additional data are still needed to gauge the effectiveness of the reading program. As students in GUSD age through, we continue to find that reading skills are consistently lacking in many key student groups, with English Learners for instance often being barred from reclassification due to their low academic reading skills and fluency. There have also been growing pains in the elementary faculty with new ELA curricular adoption, new requirements on adopting and training in reading screeners, and a shift in mindset from whole language instruction to a "science of reading" based instruction that could be affecting this less than effective rating on the current state of the action.

2.4
Mixed effectiveness. As a district, GUSD scored Green this past year for its ELA and Science performance on the Dashboard, indicating good overall scores and growth. Math continues to be an identified struggle area at all school sites though, perhaps in no small part due to the aged materials in use in schools, and much evidence for extensive teacher supplementation and inconsistent practices in math. In addressing this, GUSD did move to adopt new math materials at the close of 25-26 which will be implemented in 26-27 and is looking to bring in additional supports in math coaching as well.

2.5
Effective. GUSD's College and Career indicator is Blue this past year for its high status and growth. Some of this is attributable to increased awareness of data practices that are improving the reporting of what's actually happening, but it's also due to continued aggressive grant-seeking by high school staff to continually improve their CTE programs and provide opportunities for the students. The AP pass rate also continues to be at or above the goal line, and GHS continues to increase partnerships with Butte College for additional college credit classes offered on campus, and even Esperanza is entering a similar partnership starting in spring of 2027.

2.6
Mixed Effectiveness. Despite increased learning about credentialing and assignments by personnel outside of the HR office, GUSD continues to be plagued by a handful of misassignments annually. Generally, these are what amount to clerical errors or missteps in procedure, as for instance almost all of them come down to "teacher consent forms" not being filed by the school sites in a timely manner before assigning students as teacher aides or office aides. There is also ongoing miscommunication with the county office of education credentialing staff about what classes need additional such consent forms on file. This is a continuing problem exacerbated by state rules

that are continuing to tighten around teacher credentialing that make previously acceptable practices and teacher assignments difficult, mostly in the area of offering innovative interventions and electives to students.

2.7
Ineffective. State and local assessments of math performance in middle school continue to show a drop in EL math scores year over year. This has been exacerbated by a 33% turnover in the math department during each year of this LCAP cycle and use of outdated curriculum. GUSD is adopting new math materials for the start of 26-27 that will come with more concerted efforts to examine the math practices in the district, but continuing to focus on the special needs of the middle school as success in middle school math is seen as a gateway to being able to access higher levels of high school math.

2.8
Mixed effectiveness. ELA performance at Wilson showed some improvement over the past two years, with only Students with Disabilities remaining in the Red for the 2025 dashboard, and all others in the orange. A new ELAh curriculum just completed its second year of implementation and all ELA scores are not yet in for this year's state testing. Locally administered reading on FastBridge aReading shows some increases in white students and non economically disadvantaged students since Baseline, but other student groups are mixed or in decline. With a change in site leadership this year, Wilson's performance on this year's state testing and local assessments next year with the new ELA in its third year will be crucial in determining the future direction of ELA at the site.

2.9
Mixed Effectiveness. The District's Title III-funded EL specialist aide has been widely lauded as improving services to students and raising awareness of ELs and their needs in those with whom she interacts, but there is still work to be done. ELD has begun late in the year at one school site consistently for each of the past two years, and students there receive minimal ELD instruction due to time constraints at the site level. ELD at the elementary level is also seen by some as borderline optional, and ELD services have had a history of frequent cancellations due to field trips, state testing, and other interruptions in the day. Despite this, overall EL time has been increasing since Baseline, and just needs more consistency of service delivery. This action is still rated as mixed effective for that reason, plus some of the planned parts of the action like getting low burden awareness materials into the hands of teachers to increase their understanding of ELs in their classes and their needs did not occur this year, and is a focus for the start of 26-27; teachers have asked for it, and that's a sign they are ready to do something with that information. The EL services team will be working over summer to prepare those materials for early distribution before school starts in August.

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.

Unless otherwise called out below, no substantive changes are being made to the actions within this goal for 26-27 This is due to a lag in available official data from which some "hard decisions" will need to be made prior to the beginning of the next LCAP cycle. This is also in part due to the implementation of new programs that still need time to find their groove, such as the new math launch for 26-27.

2.3 The intervention teacher position previously part of this has been removed in lieu of focusing attention on Tier 1 and 2 instruction taking place in the classroom as opposed to pullouts.

2.2/2.4 These two actions will see a shift of the funding originally placed in 2.2 to support new core curriculum and some teacher salaries moved to 2.4 as that action more closely aligns with core instruction whereas 2.2 is really more about enhanced educational experiences outside the core subjects.

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.	• 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 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. 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.	$248,701.00	Yes
2.2	Offer a consistent, articulated, balanced instructional K-12	• Dedicate time and resources for teams to improve horizontal and vertical alignment within the currriculum	$1,860,793.00	Yes

Action #	Title	Description	Total Funds	Contributing
	program to all students	• 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 • 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 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. New for 2025-26 and continuing in 26-27, Learning Recovery Block Grant funds will be supporting the District Librarian position ($101,535) that had been slated to sunset at the close of 2024-25. 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		

Action #	Title	Description	Total Funds	Contributing
		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 measured by the improvements in the library metrics around collection size, age of collection, and circulation numbers. 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.		
2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	• 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.	$437,706.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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 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. This action serves to affect and be measured by increased student achievement on locally administered reading benchmark scores.		
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.	• 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 This action's funding is inclusive of providing financial support for ensuring	$2,033,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. New for 25-26 was 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 teams to MTSS conferences to learn the principles and may also support the purchase of MTSS systems materials as well as local trainings ($50,000). 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. 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.		
2.5	All GUSD students graduate college and/or career ready	• Increase or maintain CTE enrollment • Increase or maintain CTE course offerings	$617,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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 • 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 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. 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,		
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

Action #	Title	Description	Total Funds	Contributing
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 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.	$20,000.00	Yes
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	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: 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	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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.		

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)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

GUSD recognizes that familes 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 familes 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.	Seven District Parent and Family Advisory meetings were held with an average of 4 parents at each meeting, and a high of 7 and low of three, in total 27 parent attendees.	PAC will have a minimum of 6 attendees at each meeting.	Since Baseline +24 Parents in Attendance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 3: Parent Participation - District English Learner Advisory Committee sign in sheets	In 23-24, 22 parents attended DELAC meetings.	Four DELAC meetings have been held in 2024-25 with a total of over 25 attendees thus far.	Five combination ELAC/DELAC meetings were held in 25-26 with a total of 81 parents in attendance, with a low of 8 and a high of 22.	DELAC will have a minimum of 6 attendees at each meeting.	Since Baseline +59 Parents in Attendance
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	As of February 2026: Posts 1603 DMs 45,087 Alerts 26 Autonotices (absences) 59,368 As of end of May 2026: Posts 2561 DMs 73,017 Alerts 39 Autonotices (absences) 102,796 Social Media Posts 79	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.	Since Baseline Posts +572 DMs +30,706 Alerts -14 Autonotices +51,434 Social Media Posts +79
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	2024 Dashboard in November reported 18.6% Chronic, an improvement of 3.8 percentage points since 2023. Preliminary CALPADS 14.1 report data from	2025 Dashboard in November reported 21.8% Chronic, an increase of 3.2 since last year. Preliminary CALPADS 14.1 report data from the end of May	Chronic absenteeism will reach and maintain a level under 10%.	From Baseline (Dashboard): -0.6 Chronic Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	indicate estimated overall Chronic rates of: McKinley 20.05% Wilson 16.47% Sycamore 17.39% GHS 12.08% Esperanza 84.92%		
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	At end of May, 2026, EduClimber SIS Attendance rates were: 93.19% McKinley 94.87% Wilson 94.26% Sycamore 94.99% GHS N/A Esperanza	Sites will reach or maintain an overall attendance rate of 95%.	From Baseline (EduClimber) -0.11 McKinley +0.17 Wilson -0.34 Sycamore -0.21 GHS N/A Esperanza

Goal Analysis [2025-26]

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

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

District-level parent engagement was overall greatly increased this year both for the less-fun "business" meetings and for the cultural and community events. All actions were carried out in this area.
3.1 Community Events
Fully Implemented, Ongoing

Successes - GUSD sponsored or participated in a number of community and family centered events this year, including both site and district level. These included Day of the Child, Dia de los Muertos, a Mother's Day special gathering, a Reyes de Roscas, wellness fair, special education track and field day, STEM Night, and Literacy Night. New this year was the Mother's Day even and the Reyes de Roscas, targeted as the names imply at members of the Latino community to increase their engagement with schools and break down barriers.
Challenges - The involved staff committed to a number of these events are specially targeted toward the Latino community, and although that has worked and been used to increase attendance at the less fun business meetings of the district like DELAC, the general interest events have yet to increase other parents' attendance at district business meetings such as the parent advisory committee. An additional challenge is that these events are considerably intensive in personnel and planning, and require individuals to either donate their time in the evenings or weekends, or to flex their work schedules to accommodate attendance at the events. Simply put, there are only so many people and so much time to conduct these events and at present, their longterm sustainability should the individuals behind them leave the district is questionable.

3.2 Parent Participation
Fully Implemented, Ongoing
Successes- Both the DPAC (District Parent Advisory Committee) and ELAC/DELAC saw huge increases in attendance this year over previous years, although the DELAC had a much larger and more consistent group of attendees.
Challenges - The model expectations for these two meeting groups is to have a standing officer body that is parent-directed and provides co-leadership with district personnel. This is still lacking in both groups, although the staff behind the DELAC have been working to encourage Latino parents to become so engaged and has created chances for them to begin active participation in leading discussions during meetings. Parents have suggested providing childcare at these meetings, and this can sometimes be a challenges to coordinate to get personnel to watch the students in those evening meetings.

3.3 District Attendance
Partially Implemented, Ongoing
Successes - GUSD was able to again retain a parent liaison who is bilingual and GUSD has also continue to support a district SARB for the most egregious absentees. GUSD continues to use the Attend (formerly Attention to Attendance) program to manage the many attendance-related letters and required parent conferences that must be done each year.
Challenges - This was rated as partially implemented in that going into this year, there was intent to convene regularly a group of staff to develop and implement a largescale approach to attendance improvement. That group only met once or twice, and nothing came of it as members were pulled in many other directions and there are no staff dedicated solely to thinking about and enacting attendance improvement in the district. Also, with 20% of the students showing chronic absenteeism though, it's a large job for the SARB to address those issues, further complicated by changes in law about taking families to court for low attendance and lower levels of support in enforcing the remaining laws by the local courts. An additional challenge in this area is high turnover in the parent liaison position over its six years of existence, with lack of consistency comes a difficult time in building a program as as soon as one person starts something, they leave and then the new person is starting from scratch again.

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.

Among the three actions in this goal area, spending went out largely as planned. Examining why each action wasn't closer to its budget targets:
3.1 - Hired parent liaison came in less expensive than what was budgeted for originally.
3.2 - A liberal budget was set aside to support incentives and supplies for parent meetings, but staff often worked from other funding sources and did not need to use these funds as often as predicted.
3.3 - In addition to the Attend software, additional funds were spent in this area this year to support SARB and to provide translations of key documents to parents.

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

3.1 - Effective. Attendance at and number of parent and family focused events was greatly increased since the baseline year and since last year even. As an action, an underlying reason for it is to build community and use these as a chance to "recruit" parents for less "fun" things such as site councils and district meetings. As attendance at those district meetings also improved, this is further seen as evidence of success.

3.2 - Effective. Attendance at the business-related meetings of the district is up compared to last year and compared to the baseline. There is still room for growth, especially in empowering parents to take more leadership in these and in increasing the consistent attendance at these.

3.3 - Mixed effectiveness. As measured by the chronic absenteeism and overall attendance rates, GUSD is continuing to struggle to bring its attendance back to its target of pre-COVID levels. Few districts are even close to being back to pre-COVID levels, but GUSD knows that its chronic absenteeism rate is still higher than and lagging behind improvements seen overall in the state, and this is cause for concern. It was rated as mixed effectiveness here because although attendance is slightly better than baseline, there are multiple groups in red within the district and much increased attention needs to be placed on improving and keeping attendance at an acceptable level.

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 growth being seen in the district.

3.1
Seeing the effectiveness of cultural/fun events used to recruit parents for the DELAC, steps will be taken to leverage parents attending other events in the district to get them recruited into and be aware of other service chances such as site councils and the district advisory committee.

3.2

No changes aside from continuing to build the momentum and increase opportunities for parents to take a more active leadership role in these committees.

3.3
GUSD administration is meeting over the summer to craft a more intentional and active attendance initiative for the fall. Additionally, the mantles of "Supervisor of Attendance" and "McKinney-Vento Liaison" have been shifted from an instructionally focused administrator to the newly designated Director of Student Services position as a better fit. Concurrent with this, the budget for this action is being increased to ensure that there is support for specifically attendance-related initiatives that might emerge from this change in attendance leadership. Action 3.3 to improve district attendance continues to see 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	• 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 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. This action serves to affect and be measured by parent participation rates	$67,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	• 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 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. 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.	$805.00	Yes
3.3	Develop a strategy to improve attendance districtwide	• 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.	$152,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action's funding is inclusive of supporting the modest budget of the SARB and SART for materials printing, refreshments for participants, and payment for the Attention to Attendance (rebranded as "Attend") attendance management tool. 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). This action serves to affect and be measured by improved student attendance rates and reduced chronic absenteeism.		

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.	All FITs completed by end of December, 2025.	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 faciltiies needs assessment tool.	No such tool is currently in place	Draft Plan completed January 2025	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.	Facilities updates and opportunities for input were agendized and	At least two surveys or meetings for input have occurred.	Change from Baseline +3 meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				presented at three of the district Parent Advisory Committee meetings.		
4.4	Completed and approved facilities master plan.	No such plan currently exists.	Draft completed. Community input still to occur.	No official meeting specifically for facilities input has yet been scheduled.	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 [2025-26]

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

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

4.1 Facilities Inventory and Master Plan
Partially Implemented, Ongoing
Successes - A draft plan was created at the end of the 24-25 school year and presented to the Governing Board in March, and some additional input opportunities shared with the community during 25-26 as part of the district Parent Advisory meetings.
Challenges - As of yet, no facilities-specific public meeting has been called to formally present the plans in their entirety to the public.

4.2 Monitor Facilities Condition
Fully Implemented, Ongoing
Successes - All school sites completed theirs facilities inspections prior to the end of the calendar year 2025 for the current school year.
Challenges - The District has directed administrators to complete their facilities inspections during the summer in collaboration with the director of maintenance prior to the start of school so that deficiencies can be addressed prior to students returning and this remains a challenge to actually enforce site principals doing this. In response, District staff have asked the director of maintenance to schedule the visits and ensure that they occur before school starts annually.

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.

Action 4.1 has been largely effective. An inventory of projects/needs was generated in 2025, but not prioritized by greatest need. This was brought to the Governing Board in March of 2025 and approved as a Five Year Facilities Plan though it lacked meaningful stakeholder input opportunities. Some opportunities for general input about facilities have occurred, but they were separate from the examination of the actual Five Year Plan.
Action 4.2 has been effective. All FITs were completed by December, meeting the target outcome of having all FITs done annually by January (Metric 4.1) annually.

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 following receipt of that input.

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.	• Develop needs assessment tool • Utilize feedback from committees with site personnel and community • Develop district wide facility project targets and priorities This action does not seek to utilize any LCFF Supplemental and Concentration funding at this time.	$0.00	No
4.2	Monitor Condition of Existing School Facilities.	• 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		FIT AS PART OF A COMPLIANCE REVIEW, THE FIT MUST BE COMPLETED NO LATER THAN THE BEGINNING OF OCTOBER UNDER ANY CIRCUMSTANCE. This action does not seek to utilize any LCFF Supplemental and Concentration funding at this time.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	This goal targets the Equity Multipler 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. 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.	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 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	Bulk of modules arrived August, 2024. Second shipment arrived	Truancy rate from Attend software is 77.7%. Chronic rate as calculated	Esperanza will reduce chronic rate to 40 percent.	Change from Baseline Truancy Rate - 8.97

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school year as reported in the Attend software. Edited for 25-26: Archived numbers in Attend for 23-24 baseline year show a final actual baseline Truancy Rate of 86.67% and Chronic Rate of 73.33.	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. At the close of 2025, Attend program lists truancy rate using its measure from the last available reporting cycle (early May) as 66.67%, up from same period in 23-24 when it listed 55.56 as pulled from the Absence Rate Year Over	in the Attend software for 25-26 was at 66.67% at the end of the year.		Chronic Rate -6.66

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Year report.Chronic rate is 61.11			

Goal Analysis [2025-26]

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

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

Esperanza staff delivered modules from this curricular series in the fall semester, but students showed mixed interest in the materials aside from certain lesson sequences.

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.

Zero dollars were expended from the money set aside here. The small amount was a set aside to purchase any needed consumables, but because so few were used in the course of the year, no replenishments were needed during the school year.

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

Action was largely ineffective. Students were not interested in most of the modules and no increases in attendance were seen as a result of their implementation. Attendance has improved some, but student feedback about the life skills lessons seems to indicate that this was not the reason.

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.

Staff may look to survey the students about what other modules they might be interested in using as part of life skills lessons. The dollar amount is being increased for this item to support potential purchase of additional modules of student interest and for ancillary supplies to house the materials already purchased and replenish consumables.

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.	$4,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Improve data management and procedures among key GUSD staff	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

GUSD as a district was identified as a pending recipient of $50,000 in Equity Multiplier money for 24-25.. As there should not be students enrolled at the district level per se that would generate this allocation, this was investigated and found to be the result of a data error during annual rollover. Because of that error, two preschool-aged students were accidentally recorded for new school year as transitional kindergarten students and thus reported to the state as such. Since they never actually attended school within the district and were only in the student information system for records purposes while being served for speech services, this error was never noticed. Consequently there is also no Dashboard data for these students to guide "improved services". In consultation with Butte County Office of Education it was suggested that GUSD look to data practices as the area of improvement, to help ensure that student records are accurately reflecting their placements and services. Building on this, GUSD used staff input from the annual PD survey and found between that formal means and informal conversations with administrators and staff that there is a need for additional training in data practices.
As a result of increasing data awareness and procedures through increasing Aeries training and assigned, regularly scheduled data audits, GUSD will achieve ZERO data errors by the close of the 2024 school year as measured by the error checks noted in the Goal 6 metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Error check rates, sampling select district-level Aeries queries as measures of data accuracy: "ELLs with ELAS, SSID, ID" "Home Lang Survey..." "Homeless by Address..."	"ELLs with ELAS, SSID, ID" - zero "Home Lang Survey..." - zero "Homeless by Address..." - one error "SPED Program Mass Change..." - zero "Prerollover Next School..." - zero	"ELLs with ELAS, SSID, ID" - four "Home Lang Survey..." - zero "Homeless by Address..." - one "SPED Program Mass Change..." - 252 errors	Discontinued	Reach and maintain zero errors on the sample data accuracy queries	unchanged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"SPED Program Mass Change..." "Prerollover Next School..."		"Prerollover Next School..." - zero			
6.2	Pre-rollover Audit Listing Aeries report	End of 2024: 4 errors in 489 records	February 2024, 265 errors almost all of which are related to special education program not being set for next school year. Current practice is to really examine these reports prior to pre-enrollment of students for scheduling in March.	Discontinued	Zero errors.	unchanged

Goal Analysis [2025-26]

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

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

At time of publishing the 24-25 LCAP, no word had been received from the state as to whether the requirement to enact and use Equity Multiplier funds would continue for "district" school site. In anticipation that this would be rescinded, GUSD did not move forward with implementation. After receiving word that the state would be pulling back these funds initially distributed to "district" sites, this goal was abandoned.

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

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

N/A

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.

This goal remains in place as Goal 6 so as not to disturb the organization of the LCAP document, but is not being further pursued once funding was pulled by the state.

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
6.1	Aeries Training	Provide for two days on-site training by a trainer from Aeries to address district-specific data errors and questions and cover best practices in data management at the beginning of the school year and staff attendance at the Aeries-Con later in the school year. This is open to site administrators and secretarial staff.	$0.00	No
6.2	Student Records Workshop	The California Association of Supervisors of Child Welfare and Attendance (CASCWA) offers periodic semi-local day-long workshops in student records management. One secretary from each site should attend one such conference, then either an administrator or an additional secretary should attend one of the others offered during the year so that the site has multiple people trained in best practice.	$0.00	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 tor 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	2025 graduation rate per the CALPADS 15.1 was 90.91%	85% Graduation Rate	N/A
7.2	Esperanza Healthy Kids Survey	2025 Healthy Kids Survey	N/A - New Goal	2026 Healthy Kids Survey	School Connectedness 75%	From Baseline School Connectedness -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Connectedness 64% School is Boring 47% 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 Connectedness 63% School is Boring 54% School is Waste of Time 8% Absent 3+ times/month 38% Current Alcohol or drug use 31% Current Use of Vapes 23% Tobacco Vapes 23% Marijuana Vape 23%	School is Boring 40% School is Waste of Time 15% Absent 3+ times/month 20% Current Alcohol or drug use 60% Current Use of Vapes 35% Tobacco Vapes 30% Marijuana Vape 30%	School is Boring +7 School is Waste of Time -12 Absent 3+ times/month +5 Current Alcohol or drug use -49 Current Use of Vapes -24 Tobacco Vapes -17 Marijuana Vape -17
7.3	Esperanza Summer Credits Earned	Baseline is Zero as Esperanza has never offered summer school before.	N/A - New Goal	Not Offered	25% of students will enroll in and attend summer school and earn at least five credits on average.	Discontinued
7.4	Esperanza Attendance as measured in Attend Software	Baseline Truancy and Chronic Rate is 72.22% as measured in Attend Chronic Year Over Year Report for 24-25.	N/A - New Goal	Truancy rate from Attend software is 77.7%. Chronic rate as calculated in the Attend software for 25-26 was at 66.67% at the end of the year.	Chronic Rate of 67% or Better	Change from Baseline Truancy Rate +5.48 Chronic Rate -5.55
7.5	Parent Attendance at school events	New metric - currently at zero for 25-26	N/A - New for 25-26	N/A - New for 25-26	Increase engagement: 100% of parents will show up for	N/A - new metric for 25-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					new student/family orientation. 10% of families will come to a parent night, School Site Council meetings at the GHS, or other school/district event.	
7.6	Parent Connectedness as measured in Healthy Kids Survey	Student responses on CHKS: School Promotes Parent Involvement 46% Parent Responses on CHKS - zero	N/A - New for 25-26	N/A - New for 25-26	Student responses to CHKS question about school promoting parent involvement will increase to 50% 10% of parents will complete CHKS for the school.	N/A - new metric for 25-26

Goal Analysis [2025-26]

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

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

7.1 Social Worker
Partially Implemented, Ongoing
Successes - A social worker was finally located and hired and has been VERY well received by the students as a resource in their troubled lives.
Challenges - It took several months in 25-26 to engage and negotiate contracting for Esperanza to bring in a social worker, leading to less service delivery to families and students. Funding set aside was only enough for a handful of hours a week.

7.2 Vape Education
Implemented, Ongoing
Successes - Esperanza worked in collaboration with GHS staff to launch an education campaign culminating in motivational speaker Chris Herren in the late spring.

Challenges - The lynchpin of this event was Herren, and no student survey data was collected to determine student reaction to the experience. Healthy Kids survey was also administered BEFORE the Herren visit, so it cannot be used to gauge the effectiveness of the speaker either.

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.

7.1 As noted above less was spent in this area than budgeted as it took considerable time to locate and negotiate a shared contract for the time of the employee with their main employer.

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

7.1
Effective. Students are utilizing the social workers services regularly, and she has also worked to bring students to school to break attendance barriers as well.

7.2
Unknown. As noted above, no immediate survey data was taken at the time of the culminating speaker. Healthy Kids survey data from before the speaker showed decreased substance use in Esperanza students however.

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.

7.1
Additional funding is being allocated to purchase additional time from the social worker to increase student services.

7.2
Money is still being allocated here to bring in additional speakers in the coming year as well to engage students and drive down their vape use.

7.3
Summer School as a separate offering is being discontinued as students made it clear that there was little interest in their participation as a non-mandated activity. Students with interest are going to instead be admitted to the Gridley High summer program.

7.4
New action 7.4 is being added here to represent an additional set aside of Equity Multiplier funds to increase parental connections with their children and to the school.

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.	$40,000.00	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.	$7,500.00	No
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.	$0.00	No
7.4	Parent Engagement	Increase student and family engagement through family orientation and/or family nights, and parent outreach. This will include extra duty hours for staff to attend evening events. This includes pamphlets, and other items to give families school contact information and details of the school program to encourage parent contact. The success of this strategy will be measured by Healthy Kids Survey and parent attendance at events.	$500.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,638,181	$720,810

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
28.066%	1.292%	$293,003.00	29.358%

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	**Action:** Implement, monitor, and evaluate GUSD safety plans. **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	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
	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. **Scope:** LEA-wide		
1.2	**Action:** Full PBIS Implementation for K-8 Schools **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 **Scope:**	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 implemention of what is called PBIS has not followed model practice. Research from Casanova (2021) showed positive effects of PBIS pgrograms 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 disabiltiies and underserved students groups such as racial minorities and rural, high poverty populations.	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.

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	**Action:** Maintain socioemotional learning (SEL) supports **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. **Scope:** LEA-wide	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.	Suspension rates from the Dashboard and local database data, as well as SAEBRS data.
1.5	**Action:** Increase physical and mental health awareness and habits in students. **Need:**	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	Participation rate in state physical fitness testing, percentage of students participating in secondary grade sports, student connectedness to school

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
	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. **Scope:** Schoolwide	learned the skills needed as younger students to better participate in those sports.	as measured in Healthy Kids survey.
1.6	**Action:** 1.6 Increase local partnerships for substance abuse, mental health, and physical health. **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.	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. Research curated by the Addiction Prevention Coalition (n.d.) documents that tobacco eduction, 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.	Suspension rate; student responses on Healthy Kids survey to substance use questions.

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	**Action:** Fund Home-to-School Transportation **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. **Scope:** LEA-wide	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	**Action:** Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly. **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 course experience a lot of those same	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
	inconsistencies, made exponential through fractured family lives, potential abuse, and other traumas. **Scope:** LEA-wide		
2.2	**Action:** Offer a consistent, articulated, balanced instructional K-12 program to all students **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 familes 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 small doses of video and text through their	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 comapred to non-participants.	This action serves to affect and be measured by student engagement with school as measured by school connectedness, academic motivation, and meaningful partricipation 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.

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
	electronic devices - they have access to all they want in their hand - a condition made worse when library colelctions are aged and not as relevant to students who might otherwise want to read more (Clark and Teravainen-Goff, 2018). **Scope:** LEA-wide		
2.3	**Action:** Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension **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 familes 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). **Scope:** Schoolwide	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. 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 requiring emphasis on site words and pre-existing verbal understanding of English in order to grasp	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
		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	**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. **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. **Scope:** LEA-wide	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. 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	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.
2.5	**Action:** All GUSD students graduate college and/or career ready **Need:**	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	College and Career Indicator, A to G Completion Rate, AP Course Pass Rates, Enrollment Rates into IM1

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
	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. **Scope:** Schoolwide	them supportive services and classes to build their skills for college and career.	for Freshmen, and CTE Pathway Completion Rate.
2.8	**Action:** ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income. **Need:** ELA scores among low income and EL students at Wilson are both considerably below the all students category, and for students with disabiltities it is almost 4 times as low. Of the 103 students with disabilties 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, necessitating a Tier 3 component beyond what they are getting with their basic course instruction.	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 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.	Annual CAASPP in ELA and periodic screenings with FastBridge aReading.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.1	**Action:** Organize community events that engage families in their child's learning **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. **Scope:** LEA-wide	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 oppportunity 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.	Participant counts from school and district-sponsored events.
3.2	**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. **Need:** Parents of EL students and sometimes EL students themselves can have trouble communicating with a largely English speaking school staff. The ParentSquare platform permits realtime translation in direct two-way messaging.	Supporting the ParentSquare platform and translation of documents intended to support families in their child's education are intended to increase family engagement.	ParentSquare "Notifications Activity" - usage statistics page.

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		
3.3	**Action:** Develop a strategy to improve attendance districtwide **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. **Scope:** LEA-wide	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 Grdiley, 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 trauama faced by so many foster students, GUSD is pursuing tiered SEL curriculum that specifically includes trauma including the forthcoming revisions to the Character Strong system.	Chronic absenteeism rates of student groups.

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	**Action:** Math Improvement in Middle School for EL Students **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. **Scope:** Limited to Unduplicated Student Group(s)	Sycamore math department will undertake targeted study of their EL students and mathematical instructional practices to imp[rove 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	**Action:** English Learner and LTEL Awareness, Training, and Monitoring **Need:** Often, English learners are quiet and unassuming in class and can easily go unnoticed, especially if they have enough 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.	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 teachers to target second semester instructional improvement. Overall effectiveness will be monitored through ELPI and reclassification rates annually.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

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 two periods of Spanish at the the middle school (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 17.92:1 Wilson 41.31:1 Sycamore 41.39:1 GHS 47.7:1 Esperanza 17:1
Staff-to-student ratio of certificated staff providing direct services to students	None	McKinley .15.8:1 Wilson 21.85:1 Sycamore 23.36:1 GHS 18.38:1 Esperanza 5.7:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	23,651,810	6,638,181	28.066%	1.292%	29.358%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,038,226.00	$954,383.00	$0.00	$0.00	$7,992,609.00	$5,363,827.00	$2,628,782.00

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	$530,469.00	$201,600.00	$732,069.00				$732,069.00	
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	$70,893.00	$17,000.00	$87,893.00				$87,893.00	
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	$728,271.00	$0.00	$137,331.00	$590,940.00			$728,271.00	
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	$187,100.00	$84,500.00	$271,600.00				$271,600.00	
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	$244,984.00	$5,000.00	$215,076.00	$34,908.00			$249,984.00	
1	1.7	Fund Home-to-School Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$351,615.00	$49,353.00	$400,968.00				$400,968.00	
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	$248,701.00	$0.00	$248,701.00				$248,701.00	
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	$805,991.00	$1,054,802.00	$1,759,258.00	$101,535.00			$1,860,793.00	
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	$437,706.00	$0.00	$437,706.00				$437,706.00	
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	$1,005,136.00	$1,028,068.00	$1,983,204.00	$50,000.00			$2,033,204.00	
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	$565,601.00	$51,595.00	$617,196.00				$617,196.00	
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	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
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	ongoing	$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	ongoing	$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	$62,360.00	$5,059.00	$67,419.00				$67,419.00	
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	$805.00	$805.00				$805.00	
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	$125,000.00	$27,000.00	$27,000.00	$125,000.00			$152,000.00	
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	$4,000.00		$4,000.00			$4,000.00	
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	$40,000.00		$40,000.00			$40,000.00	
7	7.2	Vape Prevention	All	No			Specific Schools: Esperanza	Ongoing	$0.00	$7,500.00		$7,500.00			$7,500.00	
7	7.3	Summer School	All	No			Specific Schools:		$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
							Esperanza									
7	**7.4**	Parent Engagement	All	No			Specific Schools: Esperanza	Ongoing	$0.00	$500.00		$500.00			$500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
23,651,810	6,638,181	28.066%	1.292%	29.358%	$7,038,226.00	0.000%	29.758 %	**Total:**	$7,038,226.00
								LEA-wide Total:	$5,659,724.00
								Limited Total:	$27,000.00
								Schoolwide Total:	$1,439,395.00

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	$732,069.00	
1	**1.2**	Full PBIS Implementation for K-8 Schools	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$87,893.00	
1	**1.3**	Maintain socioemotional learning (SEL) supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,331.00	
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	$271,600.00	
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	$215,076.00	
1	**1.7**	Fund Home-to-School Transportation	Yes	LEA-wide	Low Income	All Schools	$400,968.00	
2	**2.1**	Teachers collaborate around data-driven	Yes	LEA-wide	English Learners Foster Youth	All Schools	$248,701.00	

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	$1,759,258.00	
2	2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	Yes	Schoolwide	English Learners	Specific Schools: McKinley, Wilson	$437,706.00	
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	$1,983,204.00	
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	$617,196.00	
2	2.7	Math Improvement in Middle School for EL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sycamore	$20,000.00	
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	$67,419.00	
3	3.2	Increase parent participation in school and district meetings and	Yes	LEA-wide	English Learners	All Schools	$805.00	

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	$27,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,108,461.00	$6,723,830.00

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	$664,116.00	686978
1	**1.2**	Full PBIS Implementation for K-8 Schools	Yes	$101,762.00	117,668
1	**1.3**	Maintain socioemotional learning (SEL) supports	Yes	$705,854.00	738,964
1	**1.4**	Implement, monitor and evaluate the district wellness plan based on district needs.	No	$0.00	0
1	**1.5**	Increase physical and mental health awareness and habits in students.	Yes	$315,302.00	252,022
1	**1.6**	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	Yes	$239,319.00	237,536
1	**1.7**	Fund Home-to-School Transportation	Yes	$331,900.00	305,350
1	**1.8**	Gridley High School Suspension Monitoring	No	$0.00	0
2	**2.1**	Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.	Yes	$201,867.00	202,445
2	**2.2**	Offer a consistent, articulated, balanced instructional K-12 program to all students	Yes	$2,417,454.00	2,120,206

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	$548,546.00	443,700
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	$844,401.00	865,873
2	2.5	All GUSD students graduate college and/or career ready	Yes	$538,715.00	557,237
2	2.6	Monitor Credentialing of Staff	No	$0.00	0
2	2.7	Math Improvement in Middle School for EL Students	Yes	$10,000.00	16,764
2	2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	Yes	$25,000.00	28,884
2	2.9	English Learner and LTEL Awareness, Training, and Monitoring	Yes	$7,000.00	26,028
3	3.1	Organize community events that engage families in their child's learning	Yes	$77,725.00	65,489
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	$8,500.00	2,689
3	3.3	Develop a strategy to improve attendance districtwide	Yes	$21,000.00	26,969

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
4	**4.2**	Monitor Condition of Existing School Facilities.	No	$0.00	0
5	**5.1**	Investigate and purchase curricular modules of hands-on, high interest materials.	No	$1,100.00	0
6	**6.1**	Aeries Training	No	$0.00	0
6	**6.2**	Student Records Workshop	No	$0.00	0
7	**7.1**	Social Worker	No	$30,000.00	16,628
7	**7.2**	Vape Prevention	No	$12,400.00	12,400
7	**7.3**	Summer School	No	$6,500.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,428,250	$6,535,292.00	$6,135,247.00	$400,045.00	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	$539,116.00	595,525		
1	**1.2**	Full PBIS Implementation for K-8 Schools	Yes	$101,762.00	117,668		
1	**1.3**	Maintain socioemotional learning (SEL) supports	Yes	$421,729.00	452,733		
1	**1.5**	Increase physical and mental health awareness and habits in students.	Yes	$315,302.00	252,022		
1	**1.6**	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	Yes	$205,483.00	202,620		
1	**1.7**	Fund Home-to-School Transportation	Yes	$331,900.00	305,350		
2	**2.1**	Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.	Yes	$201,867.00	202,445		
2	**2.2**	Offer a consistent, articulated, balanced instructional K-12 program to all students	Yes	$2,362,246	2,003,464		
2	**2.3**	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	Yes	$548,546.00	443,700		
2	**2.4**	All students increase proficiency in ELA, Math, and	Yes	$819,401.00	832,660		

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	$538,715.00	557,237		
2	2.7	Math Improvement in Middle School for EL Students	Yes	$10,000.00	16,764		
2	2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	Yes	$25,000.00	28,884		
2	2.9	English Learner and LTEL Awareness, Training, and Monitoring	Yes	$7,000.00	26,028		
3	3.1	Organize community events that engage families in their child's learning	Yes	$77,725.00	65,489		
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	$8,500.00	2,689		
3	3.3	Develop a strategy to improve attendance districtwide	Yes	$21,000.00	29,969		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
22,680,535	6,428,250	0	28.343%	$6,135,247.00	0.000%	27.051%	$293,003.00	1.292%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

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

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32627(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 32627(d)]().
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information]() web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024