



LCFF Budget Overview for Parents

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

CDS Code: 04-75507-0000000

School Year: 2022-23

LEA contact information:

Justin Kern

Superintendent

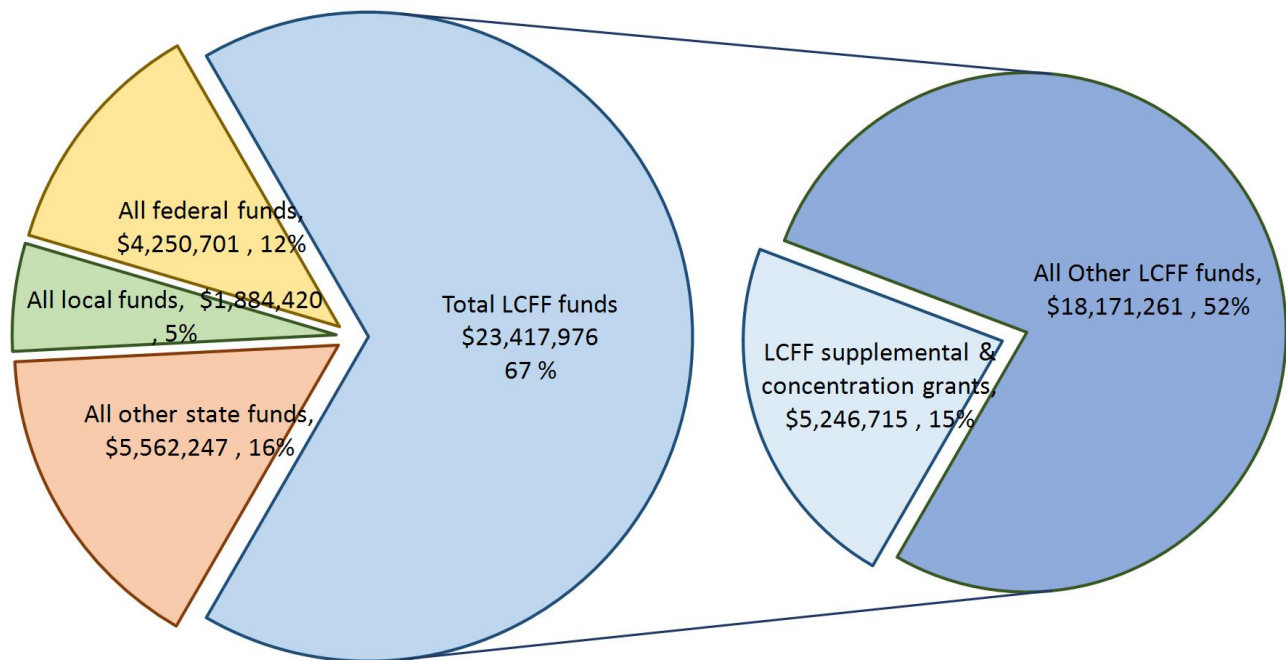
429 Magnolia Street, Gridley CA 95948

(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 2022-23 School Year

Projected Revenue by Fund Source

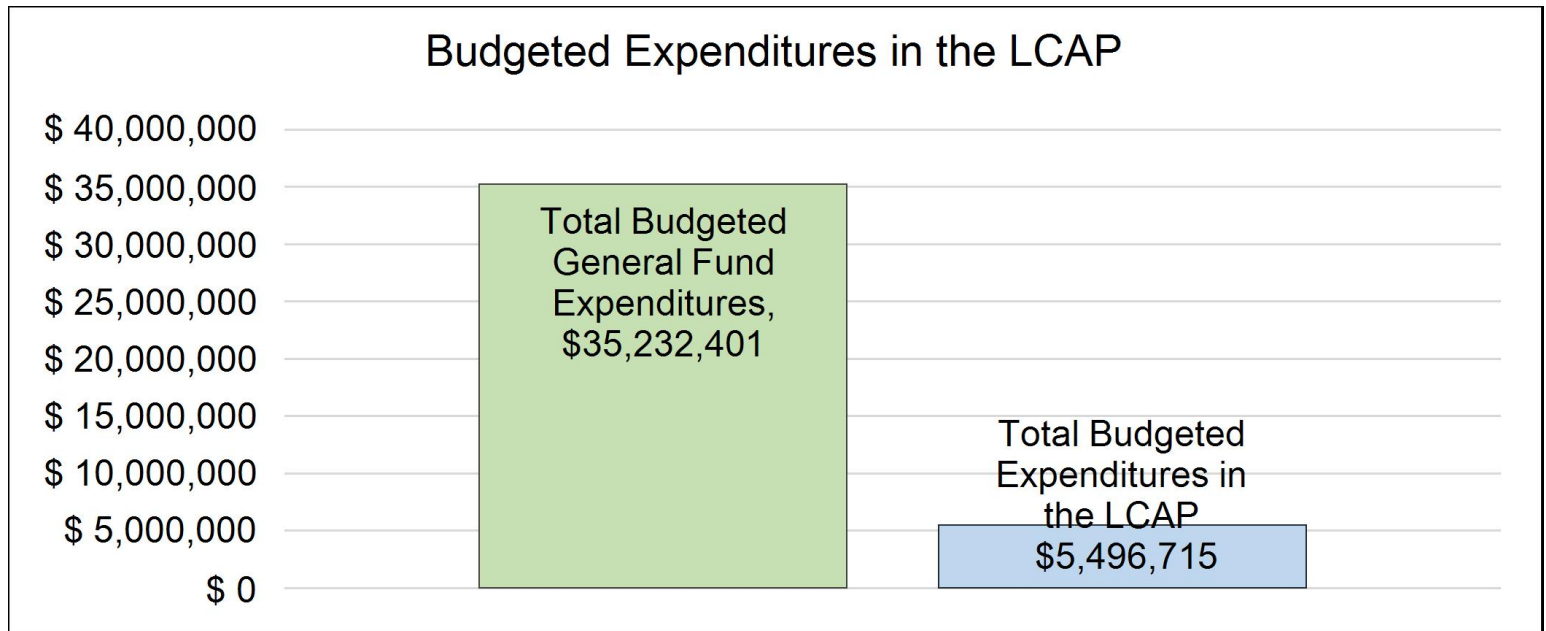


This chart shows the total general purpose revenue Gridley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gridley Unified School District is \$35,115,344, of which \$23,417,976 is Local Control Funding Formula (LCFF), \$5,562,247 is other state funds, \$1,884,420 is local funds, and \$4,250,701 is federal funds. Of the \$23,417,976 in LCFF Funds, \$5,246,715 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 2022-23. 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 \$35,232,401 for the 2022-23 school year. Of that amount, \$5,496,715 is tied to actions/services in the LCAP and \$29,735,686 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

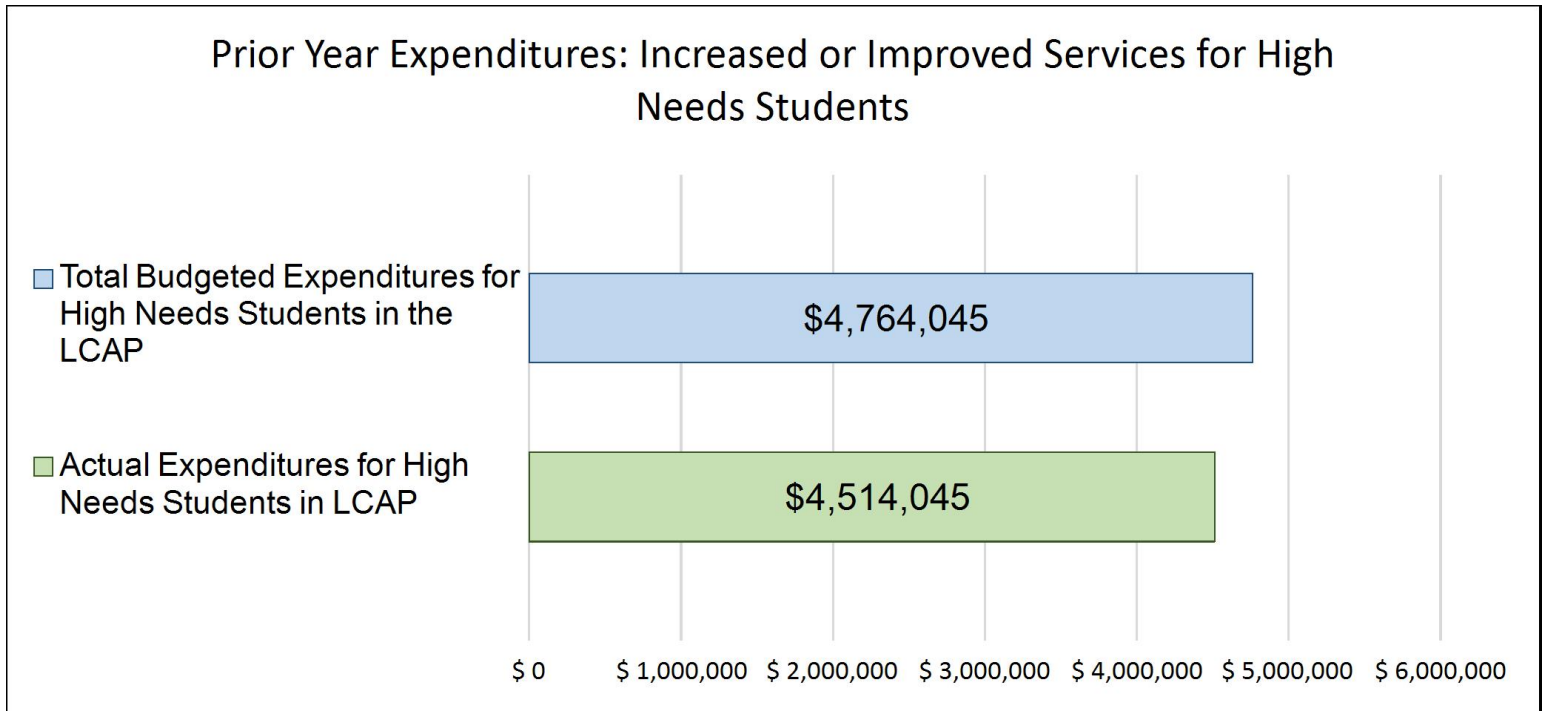
The additional areas not included in the LCAP are those related to the base programs at the school sites, though some of those expenditures might of course positively affect students in the unduplicated pupil count.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Gridley Unified School District is projecting it will receive \$5,246,715 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 \$5,496,715 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 2021-22



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 2021-22, Gridley Unified School District's LCAP budgeted \$4,764,045 for planned actions to increase or improve services for high needs students. Gridley Unified School District actually spent \$4,514,045 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-250,000 had the following impact on Gridley Unified School District's ability to increase or improve services for high needs students:

Unexpended funds were largely from positions for which qualified candidates could not be found and as such were either hired late in the year or in some cases not at all. Thus, there was some inconsistency in being able to provide some planned services during the entirety of the school year.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

As additional funding sources arrived or were re-adjusted in allocation from the state, the LEA leadership allocated the additional funding to items that were already a part of the LCAP in almost all cases. At the time of fund arrivals in the fall, COVID numbers were still running higher than expected and in-person engagement meetings were minimal aside from the required School Site Council Meetings. As the spring brings reduced COVID counts and the LEA moves toward budget planning for the 22-23 school year, a series of engagement meetings are planned monthly from the end of February through the end of the school year for the major educational partner groups. In the interim, the additional funds received thus far were budgeted to increase campus security (already in the LCAP), increase instructional aide and teacher support for struggling learners (already in the LCAP), and maintain student and staff access to technology and Internet in the face of inflation and decreased supplies of competitively priced technology that was not foreseen in the original budget planning almost a year ago. Aside from the receipt of the additional LCFF funding, in preparing the other plans of the past 18 months, the LEA has incorporated partner feedback received through the Parent Version of the Healthy Kids survey in spring of 2021, and similarly timed surveys around the needs and feelings of parents about school safety, school reopening, transportation needs, etc. that were circulated through the Google Forms medium in English and Spanish.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Additional add-on funding was directed principally to instructional aide increases, campus supervision increases such as noon duty supervisors, bringing on an additional education specialist position for students with disabilities, and with struggles to maintain the current bus fleet to ensure transportation for students, the hiring of mechanic support for the motor pool. All school sites in the LEA have unduplicated pupil counts in excess of 55%, but the bulk of additional services were targeted toward the lower grades to boost the experience of our youngest learners who have been arguable affected the most so early in their education careers during the pandemic.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The initial waves of COVID-related monies went largely to preparing the schools to reopen safely and remain open and/or to provide the needed fast pivot to distance learning early in the pandemic. At that time, minimal educational partner input was done due to the lockdowns, though Google Forms surveys were used to get input about family questions and concerns about the return to school and to gauge the need level to provide Wi-Fi hotspots to families to continue educating students. As school returned in 2020-21 and the LEA was forced to begin the school year in distance learning, a considerable portion of money was spent in order to provide the technology to staff to allow them to teach from home or in the distance learning mode required to be offered even after regular school resumed in October of 2020. As new and additional sources of funding became available, the LEA leadership looked to additional Google surveys of family needs, as well to the traditional surveys used each spring to learn about student, staff, and parent perceptions of the school environment. Virtual engagement meetings in spring of 2020 also provided opportunity for the LEA to present its plans to the public and receive feedback and questions about these drafts prior to final board adoptions. In the current school year, the additional sources that continued to become available were used to enhance what the educational partners already had been presented with and approved. As each successive funding source had later and later ending deadlines to expend the funds, the LEA used the bulk of the additional funding to extend the life of supports already enacted, or to add additional supports for which in the initial rounds of discussion could not be supported with the available funding, such as a district social worker to enhance the efforts of getting students back in their classrooms and families in the challenges faced in pandemic education, and adding instructional coach positions that had been sunsetted previously in favor of increased socio-emotional counseling supports. As the LEA looks ahead to 2022-23 and pandemic precautions ease, the team looks forward to holding monthly engagement meetings in person through the spring of 2022 for its various partner groups. In these discussions, the effects of the pandemic on students will be made clear as the data continue to accumulate - with a few exceptions, state test scores are declining, chronic absenteeism is well out of hand, and in turn with the absenteeism a loss of learning on the part of students - independent study is no substitute for in-person learning and socialization as we are seeing with increased behavioral difficulties at the youngest grades we presume to be at least in part due to decreased social opportunities in

the past two years. District plans are available for review at <http://www.gusd.org/District-Plans-LCAP-and-Others/index.html>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The ESSER III plan largely extends the already planned for implementation of actions in previous plans funded by one-time money such as the Expanded Learning Opportunities Grant. A large portion of ESSER III funding has been allocated to extend the life of programs and positions that would otherwise have to end in 1-2 years. The availability of the ESSER III funding allows the district to extend supports such as summer school, additional paid professional development done locally in key areas to staff to mitigate the loss of in-person professional development that has been largely absent for two years. The funding has also enabled the district to offer enhanced services such as a district-wide social worker position to help re-engage families and get students back to their in-person classes, and to expand educational opportunities to students in the district through funding expansions of the high school's Career and Technical offerings in the form of a powder coating setup for the metals program. Technologically, the funding has also been earmarked in part to keep the district's internet functional through replacing an aging Wi-Fi controller that, if it were to go down, would stop all Wi-Fi within the district. The plans have not been without challenge however, as despite offering numerous positions through the funding, there has been a struggle to attract applicants to the available positions. The one-time nature of the funding has been a struggle as well in that it can be doubly difficult to attract applicants to positions that are effectively grant-funded and are not seen as secure and stable employment into the future. District plans are available for review at <http://www.gusd.org/District-Plans-LCAP-and-Others/index.html>

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

As has been mentioned elsewhere in this update, the LEA leadership has been diligent in efforts to maintain the spirit and intent of the original LCAP for 21-22 as a guiding district document with all of the expenditures enacted or planned to be enacted under the various spending plans related to ESSER, Expanded Learning Grant, and so forth. Each action in the plans can be tied directly back to one or more goals and/or actions in the original LCAP. More often than not, the additional dollars in the succession of new plans have been used to extend out actions that would have had a short life span and this little potential to have long term positive effects on students and families. Dollars continue to be allocated too for safe return to then maintenance of in-person instruction, with upgrades to air filtration and HVAC, individual bottle fillers instead of mouth-on water fountains, PPE freely available, and so forth. District plans are available for full review at <http://www.gusd.org/District-Plans-LCAP-and-Others/index.html>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control 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 [2022-23]

General Information

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

The Gridley Unified School District (GUSD) is located in a small, rural community approximately 90 minutes north of Sacramento in the central valley. The district serves between 200 and 2100 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 (79%) and approximately 14% English Language Learners and 12.1% students with disabilities according to the 2020 Dashboard calculations. Student population consists of 58% Hispanic, 34% Caucasian, 3% Asian, and all other groups at 1% or less.

The GUSD School board currently operates under five goals, four of which find their way explicitly into the LCAP resource plan:

1. Provide effective curriculum and instruction that results in increased student achievement.

*Professional Learning Communities - Teachers will collaborate around data-driven instruction in subject and/or grade-level meetings regularly.

*Provide consistent, articulated instructional program K-12 within the district and with Manzanita - Teachers will create and implement regular common assessments in core subject areas at each grade level and/or subject

area.

- *Implement technology and make it accessible to all students and teachers
- *All students, including English Language Learners, will become proficient in ELA and Math
- *All students will graduate from high school prepared for College or Career
- *Promote and support the arts (VAPA)
- *Utilize district funding to support student achievement

2. Provide a Safe and Supportive Learning Environment

- *Develop and implement a single districtwide unified safety plan.
- *Continue to utilize Catapult communication and Emergency Management System
- *PBIS implementation at all sites on site-determined level of implementation.
- *Train in crisis prevention intervention and behavior management
- *Increase parental involvement and awareness of efforts to improve environment on campuses
- *Maintain mental health and socio-emotional learning support for students
- *Continue to support increasing security levels on campus through direct supervision and cameras

3. Develop a facilities plan to address infrastructure needs for students

- *Create an inventory of current district facilities, their current condition, and future prioritization list based on condition, funding, and emerging needs.

4. Implement District Wide Health and Wellness Plan

- *Increase awareness of and adherence to elements of the plan.
- *Implement and monitor the district wellness plan.
- *Increase health awareness and habits in students
- *Increase local partnerships for substance abuse, mental health, and physical health
- *Form district health advisory committee

5. Increase parent, family and community involvement in the education of all students.

- *Increase partnership with Parent Institute for Quality Education, Project Inspire (through CAFE), or other parent-involvement programs
- *Implement monthly parent-oriented informational and educational meetings such as a locally created Parent University
- *Increase parent participation in LCAP, ELAC, and DELAC and site-based opportunities

Reflections: Successes

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

Data in the most recent Dashboard (2021) were limited largely to enrollment-based information. The most recent complete Dashboard (2019) showed improvements in College and Career with a 2.4% improvement to 43.4% overall and an increase of 4% in the graduation rate, to 90.9%, putting both of these into the Green indicator. Chronic Absenteeism (decline of 0.5% down to 10.3% overall) putting this into the Yellow. Although no color was yet associated with the new English Learner Progress indicator, it is notable that GUSD was in the High performance group, with just over 57% of its EL students making progress toward proficiency. Despite the challenges of the past two years under COVID, GUSD expects that once regular data reporting resumes, GUSD will show less learning loss than many other districts due to its commitment to bringing the students back for fulltime education ahead of all other local districts, having resumed fulltime in-person classes on October 19, 2020.

Reflections: Identified Need

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

Data in the most recent Dashboard (2021) were limited largely to enrollment-based information. The most recent complete Dashboard (2019) showed some areas of need for GUSD in suspension rates and in academic performance.

Suspension rates increased by 1.7%, up to 4.9% of students having been suspended at least once and putting the district into the Orange indicator. Of particular concern in the subgroups for suspension were foster youth and students with disabilities, showing 20% and 6.6% overall, with increases of 13.8% and 2.4% respectively putting them into the Red indicator. All other subgroups also showed increases in their suspension rates as well, but their overall increases or rates were not sufficient to put them down into the Red. For instance, ELs showed a 1.7% increase up to 2.5%, but because 2.5% overall is such a low figure, ELs were able to stay in the Yellow indicator.

The academic performance areas in both ELA and Math fell in the 2019 Dashboard, to 11 points below standard and 40.8 points below standard, or declines of 6.8 and 4 points respectively. In ELA, EL students were among the lowest performers, but they maintained overall at 34.5 points below standard. Hispanics and Socioeconomically Disadvantaged students both declined from the previous dashboard and were placed into the Orange indicator along with the EL students. White students also saw a slight decline, but maintained their Yellow status at only 4 points below overall standard. Students with Disabilities were also in Yellow, having enjoyed a 13.4 point increase but remaining the overall lowest performers at 56.4 points below standard on average. In math, the pattern was similar with ELs, Hispanics, and Socioeconomically Disadvantaged students all in Orange with values of 62.3, 50.1, and 48.3 points below standard - all of which were declines over the previous year. Whites and Students with Disabilities came in Yellow, with a slight increase in performance for White students and a larger increase for Students with Disabilities, but still 24.6 points and 90.5 points below standard overall for each subgroup.

During the past two years that these data have been available, the district continued to support socioemotional counseling to address behavioral concerns for the suspension rates through placing a fulltime counselor at every school site and making available the Care Solace referral service to families at home. Academic performance was supported through maintaining lower class sizes at many sites and offering

intervention options for students, including Saturday academies and intervention courses, or courses taught at a different pace in math. These efforts were made more challenging due to the continually changing operations under the COVID pandemic, and the need to pivot planned professional developments away from academic improvement to support the needs emergent needs of distance learning pedagogy and technology.

Local observational data, in-class assessments of student performance, and reports of caseload and referrals for SEL services from counselors show that a number of students, especially in the youngest grades, have a broad range of academic and socioemotional need - some parents kept their children at home more during the past two years out of caution or in some cases actual illness, meaning that they missed out on academic and social growth opportunities compared to their peers who were coming to school. This has manifested in increased SEL needs among students, some of whom due to their isolation lack social skills for "normal" classroom participation. SEL needs are not limited to the younger students however, and upper grade staff report too seeing continued need for supports in those students as well - some of whom ALSO were either kept at home by parents or went out sick, or who in some cases used the opportunity afforded by COVID to opt themselves out of their education, leading to skyrocketing chronic absenteeism in all grade levels compared to pre-pandemic levels. Additionally, the surge in students identified for "intervention" has indicated that a harder look needs to be taken at the main instructional curriculum in the schools to shore up the first time instruction of students so as not to overwhelm the limited spaces available in the intervention programs.

LCAP Highlights

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

The LCAP for 2022-23 continues the major goals, actions & services set forth in the last full LCAP and in the 21-22 LCAP as these needs are still present. Newly emergent issues stemming from the COVID pandemic and the need to recover from learning losses are being addressed through the Expanded Learning Opportunities Grant Plan over a two year period, supplemented by ESSER grant money to extend the ELO Grant plan out to the end of summer 2024. Those two plans are undergoing a revision in summer of 2022 to reflect the additional time given by the state and federal authorities to expend the funds and to re-allocate some of the funds due to several elements that were not able to come to fruition, such as two additional fully paid training days for faculty.

Some ongoing specific highlights of the current LCAP include:

- *Maintain one full FTE socioemotional counselor at each of the five school sites and continue to support staff training to better meet the needs of trauma-sensitive students in order to improve their success in school, decrease district suspension rates, and improve school climate

- *Maintain an additional 1.0 FTE district school psychologist to address increased demands of Child Find requirements and to assess students referred for special education testing, many of whom are among the unduplicated pupil count

- *Maintain additional Campus Supervisor positions at Gridley High School and Sycamore Middle School

- *Continue the Attention to Attendance subscription and attendance tracking service in addition to a local 1.0 FTE bilingual (Spanish) position to address attendance and SARB issues with families as well as to bring proactive outreach to families within the district

- *Continue additional Health Aide staffing to increase coverage at all school sites to maintain health supports for all students as well as additional funding toward health services equipment to enable better health screening
 - *Increasing resources toward NGSS and CCSS implementation through professional learning, curricular support, and adoption of state-approved materials in the lower and middle grades, plus support for upper grades
 - *Continued investment in the district-wide visual and performing arts program by allocating funds to purchase instruments and materials
 - *Continued support for the Career Technical Education (CTE) pathways
 - *Investing in the resources to support full implementation of district-wide of Professional Learning Communities by funding leadership stipends and investing in professional development
 - *Continued support of technology integration by investing in hardware, software, and IT support
- New additions to the 22-23 LCAP include:
- * Specific callouts for increased funding to support student athletics, providing increased access to those opportunities for all students.
 - * Specific callouts to increase parental engagement beyond current efforts to include incentives and additional outreach.
 - * Shifting of a significant portion of home-to-school transportation costs to the LCAP to continue the removal of transportation as a barrier to student participation, in order to increase available general fund dollars needing to be dedicated to serving students with disabilities, who increased their percentage from in the 9 percent range to over 12% of all students in the past three years, plus to account for the increases in fuel pricing.

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.

No campuses within Gridley Unified have been identified by the state for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Support for Identified Schools

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

No campuses within Gridley Unified have been identified by the state for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

No campuses within Gridley Unified have been identified by the state for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Engaging Educational Partners

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

Each adopted GUSD LCAP is prominently available on the district homepage through a link in the top menu bar, along with an always available email question or comment form that can be submitted by any member of the public at any time. Additionally, GUSD promoted a series of live parent meetings in the spring of 2022 to orient parents new to the LCAP process, go over what had been done thus far in the development of the LCAP, and seek input about the planned operations of the district. These meetings occurred on March 7, April 4, May 2, and June 6 of 2022 with Spanish and English translations of the slides available for each, plus live Spanish translation available during the meetings. Meetings were publicized through outreach of emails and texts to families plus postings on the district calendar and all school site announcements pages. A live public hearing before the governing board of the district was scheduled for June 15 as well, and carried on Zoom. In addition to these opportunities, families were also able to provide input to the GUSD planning process through the yearly administration of the Healthy Kids family surveys in spring of 2022. Student input into the planning process took place through student participation in the Healthy Kids survey in spring of 2022. Staff input to the district planning process occurred through outreach to the bargaining unit leadership in the district and through general outreach in the form of a CCSS implementation survey and a professional learning needs survey in May of 2022. School site leadership were also encouraged to share the process with their school site councils and bring any feedback to the attention of the LCAP design team at the administrative cabinet meetings. In one special instance, Wilson Elementary hosted a "visioning night" on March 31 at which feedback specific to the future of Wilson was sought, and this event was well attended by parents across ethnicities, socioeconomic levels, English learner levels, and also by parents of special education students. Finally, specific input was sought from the EL parent advisory by presenting the planned coordination of the ELO and ESSER grants and the LCAP at the final District English Learner Advisory Committee meeting of the year on May 25, 2022.

A summary of the feedback provided by specific educational partners.

Parents

Feedback about plan specifics at any of the live meetings was minimal this year, as was overall parent participation. Survey responses provided the majority of actionable parent input into this planning process as a result. Respondents reported 86% satisfaction with the way learning was structured under current district plans, which supports the maintenance of the current overall plan. They reported 75% agreement with the question of schools providing adequate information about school activities, but less so about slightly less feeling (72%) of regular and effective communication from their schools about advice or resources to support their children's learning in homework but this does represent an increase from 54% last year. In a related item, 39% felt schools could do a better job in providing help to families in advice and resources about supporting socioemotional needs. Feelings about staff support for their children fell from 81% last year to 67% this year. In a related area, there was also some feeling among parents that schools could do a better job at informing parents about student progress and expectations about learning goals (22% felt this was not well done, improved from 29% last year), but feeling that GUSD provides high quality instruction dropped from 91% last year to 60% this year. In 2021, over a third (38%) reported some level of concern over possible learning loss and falling behind academically as a result of the pandemic, and this year that level rose to 50%. Last year, 20% reported higher concern about their child's mental state which rose to 28% this year. The percentage of parents who felt that the schools could do a better job of seeking parental input about important decisions rose from 20% last year to 35% this year. Parents also reported feeling that quality counseling was availability in the district at 72% last year, but this year that fell to 50%. In the area of school safety, 14% of parents

who responded feeling that school was not a safe place for their child last year, but this fell to only 5% this year (perhaps influenced by fears over COVID in last year's data). Reported fears over tobacco and/or vaping were not numerically significant this year, largely due to very skewed numbers of respondents on the surveys - most of whom represented elementary students where those issues have been historically much lower. Harassment and bullying were reported concerns of parents at 50% overall, up from 27% last year with a lean to this being a large problem in the secondary grade parents. Bullying was much less of a concern to the elementary parents, where none listed it as a large problem and 46% listed it as somewhat a problem. Other issues such as gangs, vandalism, and overall violence minimal with 60-70 percent reporting no concerns at all over those three issues. Few parents (28%) reported COVID safety concerns in this year's data collection while 56% reported no level of concern at all with school safety due to COVID. Parents also reported 20% disagreement with the schools having clean and well maintained facilities, which was a concern voiced multiple times in the Wilson visioning night specifically over the Wilson cafeteria building.

From this year's parent meetings, input or suggestions from the general parent advisory group was limited. Input at the English learner parent groups about their concerns was collected in a more informal fashion through conversational notes and comment cards and largely centered around bullying, making sure students had access to additional supports, wanting more field trips and enrichment opportunities, more communication improvements, and summer options.

Elementary Students (Grade 5)

Elementary students reported 75% feeling that caring adults were present at school, down slightly from 78% last year and 88% reported feeling that there were high expectations on them, down slightly from 91% last year. Ninety-one percent felt motivated academically this year, up from 87% last year and 83% felt connected to school, almost identical to last year's 82%. Fifth graders also noted 82% agreement that school provides them with socioemotional learning support, similar to last year's 84%. In the area of safety and school climate, 89% reported feeling safe most or all of the time at school, up from 87% last year. In terms of bullying, 82% report sufficient anti-bullying climate at school up from 78%, and 80% (up from 78%) report no incidence of being cyberbullied and the number of students reporting any mean jokes or rumors fell from about 50% down to 39% and 32%. In socioemotional health, 17% reported frequent sadness or depression some or all of the time, up from 14% last year.

Secondary Students (Grades 7, 9, and 11)

Secondary students reported an average of 55% feeling that caring adults were present in school (down from 58%), and 64-77% felt that there were high expectations on them, depending on grade level - about the same as last year. All grade levels reported 53-55% agreement that they were motivated to do well in school (down from 60% last year), and 49-65% felt connected to school, depending on grade level, very comparable to last year. Anywhere from 38-46% felt parent involvement in school was promoted, again depending on grade level and again very comparable to last year. In the area of safety and school climate, 48% of 7th graders said they felt safe at school (down from 58%) while 68% of 9th graders reported feeling safe (down from 74%) and 62% of 11th graders (up from 52%). In the area of bullying, 27-33% (close to last year's 30-33%) of high schoolers reported any bullying at school and 43% of middle schoolers, up from 41%. Cyberbullying was reported by 42% of middle schoolers, and 28-35% of high schoolers, depending on grade level. Physical fights were reported in the past year by 24% of middle schoolers, doubling from last year, while 9th and 11th graders reported only 4 and 5% having been in a fight, compared to 9 and 3% last year. Twenty percent (20%) of 7th graders had reported seeing a weapon on campus in the past

year, comparable to last year's 21%. No freshman said they had seen a weapon and 8% of 11th graders. This was down from 12% and 10% last year.

Students in this level report feeling sad or depressed at 27-36% this year, down from 35-39% last year. Students in the secondary grades also report decreasing use of marijuana in the past year uses of marijuana, going from 5% down to 3% in grade 7, down to 2% from 17% in grade 9 and down to 5% from 27% by grade 11. In the area of vaping specifically, vaping of any kind was down. Vaping does continue to be reported with much higher frequency of use than cigarettes.

Staff

From staff input on the Healthy Kids Staff Survey, there was lack of agreement between staff and parents about schools being supportive and inviting places to learn that promoted academic success for students (over 90% of staff agreed, but about 60% of parents this year) - down from both being about 90% last year. Staff this year reported higher feelings about parental involvement opportunities than other stakeholders, with only reporting 19% disagreement about levels of high parental involvement opportunity and outreach. Staff largely felt that socioemotional supports leading to acceptable student outcomes were in place at equivalent levels, except notably at the high school where almost double the percent of staff respondents consistently reported dissatisfaction with students' empathy toward others, responsibility for their actions, how to control their behaviors, and in conflict resolution - all the indicator sub areas. Conversely, staff also felt that the schools provide adequate counseling resources (overall 85%), with most feelings of a lack of sufficient support being felt at the elementary and middle school levels. Thoughts about parental involvement varied by staff grade level, with elementary school staff feeling like parental involvement could be improved (30% felt the school was unwelcoming) compared to a 100% welcoming impression at middle and 94% welcoming at the high school level. Most staff felt positive however about their own abilities to inform parents of expectations and student progress. In terms of school safety, 11% of staff on average felt school was unsafe for students last year, but that number rose to 16% this year. Disruptive behavior as a moderate to severe problem was noted by 43% of staff about the same as last years 44%, reflected in 25% of staff feeling unsafe at work, up from 19% last year, with the highest proportion at elementary where 37% reported feeling unsafe compared to last year's high of 24% at the middle school level. Staff data also corroborated parent reports about substance use for the most part, but staff and parent concerns about substance use appear to overestimate the issue when student self-reported usage data are compared.

Staff reports of student motivation track downward as students age, with 80% of staff reporting that their students are academically motivated, falling to 56% in middle and 43% in high school. This staff impression of motivation is down from last year when 87% of elementary teachers felt students were motivated, 57% in middle, and 43% in high school. Staff felt too that their work was not to blame in this area, with all school levels reporting that they create motivating places to learn at 93% or above. In the area of overall mental health, staff also reported differently than parents, with 57% of staff feeling student depression or mental health was moderate to severe as a problem (up from 54% last year) , with the highest numbers among both middle and high school staff (both around 66-67%, but down from over 70% last year). This indicates an increasing concern for mental health in staff at the elementary levels to account for the difference, plus a greater number of alternative ed staff reporting than last year - 100% of alternative ed staff declared mental health of students a moderate or severe problem.

This year, only 5% of staff respondents felt that not all students were receiving the supports they needed academically at school versus 28% last year. Staff at the middle school level reported 100% satisfaction with academic supports for students. Staff also reported at 54% level

needing/wanting more training for handling students exposed to traumas (down from 58% last year). Staff did feel disconnected however from the decision making processes at school, with 43% on average disagreeing that staff participation in school policies and practices was promoted (up from 37% last year), with the lowest satisfaction at the high school level (60% this year and 57% in disagreement last year). Satisfaction in collaborative decision making was highest at the middle school where only 11% felt disenfranchised. This was also reflected somewhat in staff responses to their feeling of connection to each other as a staff and to their shared responsibility to improve the schools. Related to this, 7% of staff disagreed with the premise that every student can be a success (18% last year); last year the highest disagreement on this was at the high school at 31%, down to only 7% feeling that way this year. Staff were more positive about the enrichment opportunities for students in their grades, with an average of 84% agreeing that student had opportunity to participate equally in numerous extracurriculars and enrichment activities. This number is well up from last year, where for instance only 54% of elementary staff felt there was sufficient extracurricular and enrichment available, though this number could be clouded by the COVID-related restrictions. Staff reported 37% this year and 24% last year overall feeling that truancy or cutting was a problem, with 64% of high school teachers reporting this as an issue at the moderate to severe level, versus 54% last year.

Classified staff and certificated continue to report a need to have additional trainings around disruptive behavior management and trauma-informed practices and this was supported by 54% of staff wanting more training in meeting SEL needs as reported on the CHKS staff survey which was consistent from last year's 55%. There was also a spike of 44% wanting to see work done in improving positive school climates (78% at the middle school), up from 35% last year with less interest in behavioral supports in class management or in working with diverse cultures. and a specific call-out for more work around autism spectrum disorders and how this affects the classroom environment. From the staff-specific separate survey on professional development needs, teachers continue to show were most interest in content-specific trainings, innovative instructional and strategies, infusion of technology into teaching, and work in English Language Development for EL students.

SELPA

On April 21, 2021 GUSD Special Projects Coordinator, GUSD Special Education Director, and SELPA (Special Education Local Planning Area) representative Aaron Benton met via Zoom to review SELPA expectations and input into the GUSD LCAP.

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

From the input received from stakeholders, the district is maintaining its commitments to socioemotional learning, the increased campus supervision in the form of camera placements/improvements and live campus supervisors for the secondary level to make campuses feel as safe as possible, and has also maintained the commitment to increased parental outreach via the bilingual family support position and in attempting to bring more parental awareness and engagement opportunities to the district, much of which was sabotaged by social distancing regulations in the previous LCAP cycle and the inability to meet in person. Seeing self-reported issues in this year's Healthy Kids data about frequency of missed school and school climate, the district is also recommitting to improving attendance through awareness campaigns, improving school climate, and providing more positive reasons for students to attend school whether it be through events for family and students, increased electives, incentive programs, and so forth as well as seeking to remove anything that might be a barrier to school attendance such as transportation. Seeing additional issues in staff self-reporting about school climate and shared commitment to improvement, a continued re-focusing of the professional learning community (PLC) climate will be taking place with work to be done to

generate root cause analysis for the lack of positive image about campuses from the staffs who work there, which goes hand in hand with the work to raise student achievement in academics. This will take place in conjunction with renewing training or training new teachers in key aspects of the GUSD PLC philosophy such as common assessments, data sharing, and standards-aligned teaching and assessment. Parents of ELs expressed concerns about wanting more enrichment opportunities, summer options, attention to SEL and bullying, and better communication. These were taken into account through increased offerings in summer through increased services in the Expanded Learning Opportunities programs, adding further supports to student enrichments, investigating and implementing an improved parent communication system, and of course continuing to offer counseling supports PLUS committing to better communicating what services are available to families as parents reported not really being aware of all that was available sometimes. Finally, specific to the meeting with SELPA representation, GUSD has noted their suggestions of increasing collaboration between general and special education teachers and increasing awareness of high leverage strategies to further the learning of all children. Additionally, SELPA input was a guiding force in looking at ways to increase data accuracy and awareness in reporting student data to various stakeholders including teachers, staff, parents, and the state to help monitor areas of concern with regard to special education. This increased attention to data awareness and accuracy will also benefit service delivery to language learners and homeless or struggling students as well.

Goals and Actions

Goal

Goal #	Description
1	All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental and emotional health.

An explanation of why the LEA has developed this goal.

This goal is consistent with GUSD Board goal 2 to "provide a safe and supportive learning environment" and goal 4 to "implement [a] districtwide health and wellness plan".

It is the position of GUSD that in order to learn to their highest potential and increase the student engagement and motivation needed to do their best, students need to be physically and mentally healthy and attend schools that are clean, safe, and welcoming as well as staffed with quality professionals. Examination of data about student, staff, and parent perception of school connectedness and safety as measured in the California Healthy Kids Survey (CHKS) shows that as students age, their connectedness and motivation to succeed in Gridley schools diminishes. This is mirrored in staff reports at the various grade spans as well. Students also reported often that they did not perceive their campuses as always neat and tidy, despite their consistent "Good" rating on the Facilities Inspection Tools. Parents of EL students report being disconnected to the largely White teachers and administrators and that they were glad to see someone "like them" in the form of the bilingual family support liaison. Safety at schools remains a concern in that there are some students and even some staff who reported not feeling safe on some level on GUSD campuses. The actions in this goal are designed to address some of the concerns about school climate that have emerged in surveys and thus create spaces within the community that are beloved, cared for and about, and thus become inherently welcoming to students of all backgrounds, but paying special attention to our most at-risk students - foster youth, homeless students, English learners, students with disabilities, and low income students. All of these are demographics that time and again have shown to underperform other student groups in one or more indicators of success when viewed as a population, and several of them have also been shown to statistically have higher rates of health concerns in obesity, chronic health conditions, and dental issues - which GUSD will be supporting through increased attention to student physical as well as mental wellness.

To measure the success toward this overall goal, GUSD will use several key measures, such as to what degree attendance at school improves, how stakeholders report their feelings change about engagement and safety on campuses, discipline rates, and student health/fitness data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Facilities in Good Repair Facilities Inspection Tool (FIT)	Facilities Inspection Tool (FIT) for 2020-21 shows all sites overall rating as "Good".	2021-22 SARC's listed all sites in "Good" except for Gridley High which self-rated as "Poor" on the reported School Accountability Report Card submitted to CDE in January/February 2022 for electrical and roofing issues.			Maintain all sites at or above "Good" overall ranking on Facilities Inspection Tool (FIT) Reports.
Priority 5: Pupil Engagement Attendance Rate Average Attendance at P2 (Feb/March)	Attendance rates at the P2 period for GUSD in the 20-21 school year averaged 91.6 percent	ADA as calculated in Aeries for each in-person school sites and independent study students for the period 8/30/21 to 4/1/22: 90.57%/89.92% McKinley 91.44%/88.16% Wilson 92.44%/63.41% Sycamore 92.38%/50.03% GHS 100% Esperanza			Restore and maintain average attendance to pre-COVID levels of at least 93%.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	The chronic absenteeism rate on the 2019 Dashboard was 10.3% and 7.83%	Chronic absenteeism from the most recent 2021 dashboard was still not officially			Decrease chronic absenteeism rate to 7% or better as reported on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Students absent >10% of time)	on the 2019-20 CALPADS 14.1 Report	produced. CALPADS 14.2 report at the end of 20-21 showed 35.65%. Aeries internal calculation of chronic absenteeism in 21-22 was 22.9% at the end of May.			Dashboard or the CALPADS 14.1 Report.
Priority 6: School Climate Expulsion Rate	Expulsion Rate was Zero percent for the 2019-20 school year as reported on DataQuest.	Zero expulsions occurred in 2020-2021 or in 2021-22.			Maintain 0-1% expulsion rate as reported on DataQuest.
Priority 6: School Climate Suspension Rate	Suspension rates were not officially calculated by the state for 2019-20. Overall suspension rate locally calculated using ed-date.org for 2020 was 5.2% For the numerically significant subgroup populations, suspension data was as follows: English Learners: 1.7% Socioeconomically Disadvantaged: 5.7% Hispanic: 4.5% White: 6.4%.	Suspension rates for 20-21 as reported in DataQuest were 5.9%, above the county average of 5.9%. At the midpoint of 21-22, suspension rate was 2.3%.			Maintain an overall suspension rate of under 5% and reduce all major subgroups to under 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate CHKS Survey	The Safe School survey (CHKS) completed in spring of 2021 shows for Grades 5, 7, 9, 11 % Connected to School 87/59/63/49 % Academic Motivation 87/60/60/60 % Safe at School 87/62/75/60 % Antibullying Climate 78/NA/NA/NA/ % Been Bullied NA/39/30/27 % Clean School 81/50/60/54	The Safe School survey (CHKS) completed in spring of 2022 shows for Grades 5, 7, 9, 11 % Connected to School 83/49/65/53 % Academic Motivation 91/54/55/53 % Safe at School 89/48/75/62 % Antibullying Climate 82/32/33/34 % Been Bullied N/A/43/33/27 % Clean School 69/40/53/36			% Connected to School 90/70/70/70 % Academic Motivation 90/65/65/65 % Safe at School 90/90/90/90 % Antibullying Climate 90/NA/NA/NA % Been Bullied NA/20/20/20 % Clean School 85/85/85/85 Note: Goals will be considered "met" if all but the 11th graders indicate success. This reflects that the 11th grade cohort includes measure of students at Esperanza whose experiences are often considerably different than grade-level peers.
Priority 8: Other Pupil Outcomes Physical Fitness Test	Last administered in 2019 76% of students met at least 4 of 6 standards	Data reporting suspended by state in 2021-22. Test participation rates as reported through Aeries data in the Physical Fitness Test Analysis Report were			80% of students shall meet at least 4 of 6 standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		98% for all school sites.			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Family Support and Attendance Liaison	Maintain Bilingual (Spanish) Parent and Family Support Liaison to provide parent classes/outreach and manage attendance program districtwide, including SARB. Add clerical support at GHS where SARB is based.	\$86,116.00	Yes
1.2	Staff Training - Trauma and Behavior	Provide staff training in meeting the needs of trauma sensitive students.	\$2,000.00	Yes
1.3	PBIS Support	Implement district-wide positive behavior support and campus climate improvement at all sites for all students, including but not limited to signage, incentive programs, guest speakers, staff committee meeting time and supports.	\$40,000.00	Yes
1.4	Socioemotional Learning Counselors	All students will have access to physical and mental health counseling supports. McKinley Counseling 1.00 FTE Wilson Counseling 1.0 FTE Sycamore Counseling 1.0 FTE GHS Counseling 1.0 FTE Alt Ed Counseling 1.0 FTE Districtwide Psychologist 1.0 FTE	\$611,627.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Health Aides	All students will have access to health support services through health aides at school sites to support the single district nurse.	\$123,620.00	Yes
1.6	Attention to Attendance Program	Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.	\$19,300.00	Yes
1.7	Monitoring school site facility conditions	All sites will annually evaluate the condition of their facilities.		No
1.8	Physical Fitness	Students in grades 5, 7, and 9 will participate in the state's Physical Fitness Test. Additional credentialed PE teachers (0.2 FTE McKinley, 0.8 Wilson, 0.2 Sycamore, 0.2 GHS) will be provided for elementary schools to help actively teach physical fitness and health to maintain and improve physical fitness. Additional period offered at high school to offer additional scheduling options to students.	\$141,764.00	Yes
1.9	Campus Supervision	Maintain safety and security all all sites through hiring of campus-specific personnel appropriate to the needs of each campus such as crossing guards, high school campus supervisors, assistant principal position at elementary school, additional lunchtime supervision; installation of additional fencing, gates, and camera improvements at school sites to control unauthorized access and monitor access.	\$448,308.00	Yes
1.10	Parent and Family Outreach Supports	All parents will have access to parenting classes and materials that support district initiatives, but these will be targeted to issues and concerns of parents of foster, EL, and low income students.	\$20,000.00	Yes
1.11	Behavioral and Trauma Supports	Provide training and collaboration opportunities for counseling and other staff in order to effectively support the socio-emotional needs of all students as well as support from outside consultants in managing	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students with behavioral issues. May also include SEL curricular purchases, screeners, or other needs related to SEL.		
1.12	Athletics Support	Provides additional guaranteed funding to support student access to gear to ensure all students have access to safe, up to date equipment and other athletic needs without regard for their personal financial status or ability to fundraise.	\$15,000.00	
1.13	Home to School Transportation Safety	Supplements funding to maintain district home to school transportation program in the face of rising fuel costs and encroachment into the general fund for federal mandates in special education to ensure that transportation of students remains a priority in removing barriers to school attendance.	\$626,424.00	Yes

Goal Analysis [2021-22]

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

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

Action 1.9 saw a substantial increase in the planned expenditure and service for the year related to the actual expenditure in the past year. The increase here was due to the TOSA position shifting its role after the 21-22 LCAP was written from a curricular districtwide support role to one focused more on campus supervision at the Sycamore site. Similarly, the vice principal position was reassigned to focus on Wilson with some time (20%) at Wilson to provide support there, though this is still reportable as part of 1.9. Dollars dedicated to behavioral and trauma supports/training were not spent as the training provided this year was minimal and paid from other unexpected sources of restricted funding. Similarly, although behavioral supports to students were provided through new counseling/wellness centers in the lower grades, these were funded through new restricted funding sources and thus the money set aside in this plan was not spent on those services.

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

Action 1.1

Spent considerably less than budgeted - position was vacated by occupant and not filled until second semester.

Action 1.2 and 1.11

Amounts of money dedicated to trainings around trauma and the SEL supports were both reduced (1.2 and 1.11) moving forward. Spending attributable to these categories was not made in the 21-22 school year with supplemental and concentration LCAP dollars. These still remain goals and actions, but for the next two years, additional sources of money have been identified to supply these needs, leading to a reduction in the LCAP amount.

Action 1.5

With unexpected increases in LCAP funding arriving after the plan was adopted, additional Health Aide positions were added which effectively increased the hours of existing personnel to ensure coverage for much longer than their traditional 50% of the school day, recognizing that health emergencies don't always happen on a schedule and in recognition that GUSD is seeing in students with significant health concerns that require skilled monitoring.

Action 1.9

Due a shift in the duties of the one TOSA position from being a districtwide programs support role as planned in in Goal 3 to a site-specific safety focus, that position's expenditure was reported as part of Goal 1.9 and removed from reporting in Goal 3, leading to an apparent large jump in Goal 1.9 spending that is explainable more as a transfer.

Other areas were deemed within tolerances and no substantial differences in budgeted and actual expenditures require a call out.

An explanation of how effective the specific actions were in making progress toward the goal.

Reviewing the data sources and metrics around this goal, school climate has suffered in the time since baseline. Students report markedly less cleanliness of their schools, one SARC reported "poor" quality of facilities, bullying incidence is on the rise, connectedness and motivation to school is variable. Suspension rates also appear to have increased slightly and are above that of the rest of the county which is perhaps reflective of the greater amount of time spent in-person for GUSD compared to other county schools in the reported data. Although overall attendance percentage was acceptable for the in-person students, the overall increase of chronic attendance issues remains a concern - with the most markedly poor reportable attendance coming from those students to whom the district was legally bound to offer independent study (a requirement scheduled to sunset June 30, 2022). Another element of the attendance issue this year is likely the continuing caution of extended quarantines and absences due to COVID, especially in the early part of the school year. The family support specialist position was unfilled through half of the school year and thus had little time to engage parents and families through outreach to break habits that had already been entrenched. The actions of providing additional PE supports to students were met, and this will be continued in the coming school year, including expanding that service to McKinley Primary as well. Analysis of the time spent in PE activities indicated that this shift could be made through schedule changes with existing personnel. The school safety actions were met through continuing to increase the number and quality of cameras at school sites, filling in former "blind spots" and upgrading the last of the cameras dating back almost 10 years to the original installations at Gridley High, plus having personnel in all the safety roles throughout the year..

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

The GUSD administrative team is discussing means to improve connectedness to schools through increased parental outreach opportunities, including upgrades to its parental communication system. To continue encouraging fitness at the high school level, an additional period is being offered in the day to increase access to weight training - currently limited by available machines. Adding an additional period opens this up for students. In a related move, after examining use of time by the PE teachers in Wilson and Sycamore, one .2 FTE PE position is being shifted to increase organized PE efforts with students at McKinley school for 22-23, increasing their opportunities for fitness while still meeting the needs of Wilson students.

Two new actions have been included for the coming year. One of these is to create a separate callout for supporting grades 6-12 athletics programs - related to fitness. It was noticed that existing funding sources as the pandemic rolled on were not sufficient to meet the needs of programs in some basic areas such as current safety equipment and practice space, so this was written into the LCAP to earmark a set aside to supplement reduced success in athletics of fundraising in the last few years. The other new action is to shift a large portion of the home to school transportation program into the LCAP planning. This move was made due to increased pressure on the existing transportation program in rising fuel costs and repair costs, and a noticeably inefficient routing system. To address this and supplement the meager state add-on for home to school transportation, a new mechanic position was added to assist in maintaining the fleet, a part-time dispatcher to manage routes and increase efficiency, and other costs shifted to the LCAP plan. This ensures that GUSD can maintain commitment to providing home to school transportation to its unduplicated pupils, primarily targeting the low income set for whom school transportation might impose a hefty burden with increased fuel costs.

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

Goals and Actions

Goal

Goal #	Description
2	All students will graduate from high school ready for college and/or career, and be supported throughout the grade spans to meet that goal.

An explanation of why the LEA has developed this goal.

This is consistent with board goal 1 to "provide effective curriculum and instruction that results in increased student achievement" and 5 to "increase parent, family and community involvement in the education of all students". Analysis of student performance data, as well as parent and staff input through surveys has demonstrated in part that although the overall success of GUSD as measured by graduation rate places GUSD above average in the state, being just slightly above average doesn't mean that all is being done that could be done to make GUSD students highly competitive in the workplace or for colleges. Although GUSD graduates on average 9/10 students, that still means that 10 percent are being failed by the systems in place. Deeper analysis shows some patterns in the data, including at last count, 100% of dropouts were in the socioeconomically disadvantaged, or low income, subgroup. Looking at parental participation data correlated with student engagement data, it has been seen that as students age, their parents take less interest in school as a whole, and student engagement drops as well. This leads GUSD to the conclusion that strengthening the home to school connection may lead to increased outcomes for students in the district. GUSD further realizes that although there has been a historical emphasis on college participation as the only means of success in life, that a career and technical education path is also very viable and potentially just as lucrative option, and thus is committed to placing resources into assisting the student groups shown to be least likely to succeed (e.g. graduate) ready for college OR career - students with disabilities, English learners, foster youth, and the largest group of all - students from lower income families. The actions proposed in this goal of the plan are thus centered around increasing parental engagement with school, and providing additional opportunities to be prepared for successful completion of their Gridley journey, beginning with strong early literacy skills and continuing to add components along the way to prepare them for high school, then in high school open doors to college, direct entrance into the workforce, or both as students can complete a path at Gridley High that will enable them to enter the workforce or a 4 year college straight out of high school.

Progress toward this overall goal will be measured through several data points that collectively examine direct evidence of parental participation and engagement with school based on turnout to events and response rates to surveys, plus their perception of how welcoming schools are to their input. Pupil engagement is seen in their willingness to take advantage of the increased opportunities being offered to them, and the success rate of their engagement in those opportunities such as CTE pathway completion, college entrance exam passage, and graduation rates. At lower grade, the students' readiness to engage in the higher levels of work will be examined through monitoring their readiness to advance to each next school in the district or even just up to the next grade level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parent Involvement Meeting Sign in-sheets, parent survey participation rates, and online meeting attendance.	Pre-COVID in-person meetings and COVID-era online participation showed 10% or less of parents in key parent sub-populations aside from "elementary aged" participating at in-person school meetings or surveys and online meetings. This includes secondary-aged, English Learner parents, and parents of students with disabilities.	Parent participation continued to be low at most events this year, with some district and site opportunities drawing single digit participation.			15% of parents in each identified subgroup will participate in one or more parent-oriented activities each year.
Priority 4: Pupil Achievement SAT/ACT Participation	Pre-COVID (2018-19) school year, 174 students took the SAT and/or ACT test. In 2020 77 tests were taken.	With the official decision of many colleges and universities to no longer use SAT and ACT, GUSD is no longer actively pursuing this measure of student performance and GHS counseling had no evidence of students participating in the previous school year or first half of 2021-22.			200 or more students will take the ACT and/or SAT yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement AP Enrollment and Pass Rate	From DataQuest, Pre-COVID (2018-19) 75 AP tests were taken and 43 passed, for a 57% pass rate with a 3 or high, and 99 students were enrolled in one or more AP classes. In 2020, 60 tests were taken and 47 passed (a 78% rate) while 77 students were enrolled in at least one AP class.	In spring of 2021, 74 AP exams were taken and 26 passed with 3/5 as the score - a 35% pass rate. A total of 90 students have been enrolled in at least one or more AP courses in the current school year.			100 or more students will take one or more AP courses yearly and test participation will equal the number of students enrolled. Average pass rates will meet or exceed 60%
Priority 4: Pupil Achievement College and Career Readiness	On the 2019 Dashboard, 43.4% of GUSD students were Prepared for college or career.	CCI is not presently being measured officially in California. Local data indicate that 4.1% of students passed 2 ore more AP exams and 12.6% are pathway completers.			50% or more of students will be Prepared for college or career.
Priority 4: Pupil Achievement Statewide Assessment Data	2019 CAASPP data showed 11th graders at 27.51% met or exceeded in ELA and 26.75% in math, while state rates were at 57.27% and 32.24%.	In 20-21 (most recently available scores), 76.92% met or exceeded in ELA versus 59.24% at the state level, and 40.16% did so in math compared to 34.26 at the state level.			GUSD 11th graders will score above the state baseline average in both ELA and math and maintain this, at 58% and 33% levels.
Priority 4: Pupil Achievement	Pre-COVID for 2019-20, 42.6% and for	20-21 data show 30.3% completed A to			45% of students will complete A-G

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion	2020-21, 36.4% of 12th graders were A to G completers, based on Aeries Analytics Dashboard. DataQuest shows the cohort data reflecting for 2019-20 that 34.3% of the cohort were A to G completers.	G requirements, while local data for 20-21 show 36.8% completing in 20-21.			requirements for college by the end of 12th grade.
Priority 4/8: Pupil Achievement/Other Pupil Outcomes Early Literacy Students reading at grade level by end of year.	In 2020-21 Students reading at grade level based on I-Ready diagnostic were: 64% of Grade 1 58% of Grade 2 56% of Grade 3	In 2021-22 Students reading at grade level based on I-Ready diagnostic by the time of their final diagnostics were: 32% of Grade 1 55% of Grade 2 59% of Grade 3			Literacy rates of primary grade students reading at grade level will increase to 70% for each grade level 1-3.
Priority 4: Pupil Achievement CTE Course Completion in Pathways	At the end of 2019-20, CALPADS 3.15 shows 35 pathway completions occurred while another 37 were concentrators. Completers were all juniors or seniors, so the pathway completion rate was 11.6% that year. A total of 333 students were enrolled in at	30 completions were reported in CALPADS for 20-21 with 374 students enrolled in pathways classes. Overall completion rate was 8%.			15% of students will complete a pathway.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	least one pathway course during 2020-21, representing 51.3 of students enrolled in at least one pathway class.				
Priority 4: Pupil Achievement CTE and A to G Completion	In the 2019-2020 year, four students were both A to G AND CTE completers, representing 3% of the graduates.	Two students completed both A to G and pathways in 20-21 cohort, representing 1.4% of the students - cohort of 141.			10% of students will complete both A to G and pathway certification.
Priority 4: Pupil Achievement Early Assessment Program (EAP) of college readiness	<p>Last available EAP percentages from 2019 CAASPP results of 11th graders showed for ELA and Math readiness the following:</p> <p>All students 19.6/12.4 ELs 0/0 Low Income 7.7/11.5 Disabilities 9.1/0</p> <p>Students at Conditionally Ready were:</p> <p>All students 37.8/24.1 ELs 0/0 Low Income 50/19.2 Disabilities 9.1/0</p>	<p>20-21 EAP Ready results in ELA and Math (percentages)</p> <p>All students 27.6/10.2 ELs 0/0 Low Income 26.1/9.3 Disabilities 10/0</p> <p>Students at Conditionally Ready in ELA and Math (percentages)</p> <p>All students 40.8/24.5 ELs 16.7/0 Low Income 38.7/23.4 Disabilities 20/0</p> <p>EAP results are based on students scoring 4s and 3s on their CAASPP</p>			College Readiness as measured by the EAP will increase in each group and on each assessment by 10% from the starting baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EAP readiness represents students scoring a 3 or 4 on their CAASPP assessments. Results are from Aeries Analytics Dashboard.	assessments as seen in Illuminate software.			
Priority 5: Pupil Engagement Middle and High School Dropout Rates	Middle School Dropout Rate from CALPADS report 8.1b was under 1% for 2018-19 and zero percent for 19-20. High school cohort dropout rate for 19-20 was 7.1% according to Ed-date.org, which concurs with DataQuest reports.	Middle school dropout rates are zero for 20-21 and 6.1% for high school, as taken from CALPADS 15.1 and 8.1b reports.			Maintain a middle school dropout rate under 1%. Maintain a high school cohort dropout rate of 5% or less.
Priority 5: Pupil Engagement Graduation Rate	2019-20 cohort graduation rate was 89.9%	The 20-21 cohort graduation rate was 88.4% as taken from CALPADS 15.1.			Reach and maintain cohort graduation rate of 92%
Priority 7: Course Access Students Eligible for Integrated Math in 9th Grade	In 2020, 131 9th graders took with Integrated Math 1 or 2, 67% of the grade level.	In 21-22, 62.8% of 9th graders were enrolled in either IM 1 or IM 2 at the high school level.			Reach and maintain 70% of 9th graders being eligible and enrolling in IM 1 or IM2.
Priority 7: Course Access	In the general population for 20-21, 72.6% are low	In the general population for 21-22, 66% are low income,			Representation of students in CTE courses should mirror

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services for Unduplicated Pupils and Students with Exceptional Needs	<p>income, 11.8% are students with disabilities, 3.7% are English learners, 40.7% are either EL or reclassified EL.</p> <p>In the 2020-21 school year, 333 students were enrolled in at least one CTE pathway class, or 71.2% of the students. Of those, 72.6 were low income, 9.6% were students with disabilities, 1.5% were English learners, and 34% were either EL or reclassified ELs.</p> <p>In the 20-21 school year, 89 students were enrolled in one or more AP or honors classes, or 19.2% of the students. Of those, 68.5% were low income, 0 were students with disabilities, 0 were English learners, 29.2% were ELs or reclassified ELs.</p>	<p>13.2% are students with disabilities, 5.4% are English Learners (EL), 40.2% are either EL or reclassified ELs.</p> <p>In the 21-22 school year, 402 students were enrolled in at least one CTE pathway class - 63% of all students. Of those, 77.9% were low income, 7.8% were students with disabilities, 4.2% were EL, and 36.6% were either EL or reclassified EL.</p> <p>In the 21-22 school year, 118 students were enrolled in one or more AP and honors classes, or 18.4% of students. Of those, 84.8% were low income, 0 were students with disabilities, 0 were English learners, and 31.4% were EL or reclassified ELs.</p>			<p>overall school demographics at +/- 2 percentage points. In AP and Honors courses, representation shall be within 5 percentage points of the overall school demographic.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support CTE Health Pathway	Maintain support for CTE Health Sciences Pathway.	\$79,415.00	Yes
2.2	College Testing	Provide for on-site college testing at minimal or no cost to students such as AP testing, SAT, and ACT to remove barriers and encourage greater participation from underrepresented groups.	\$10,000.00	Yes
2.3	Intervention and Lower Class Size	Provide remedial literacy and math support K-8, including through lower class sizes in ELA and Math for Sycamore (2.8 FTE). Provide intervention teachers for Wilson (3.0) and McKinley (2.4) and lower class sizes.	\$857,530.00	Yes
2.4	Support CTE Pathways	Support CTE Pathways sustainability and program quality	\$192,991.00	Yes
2.5	Career Exploration for Alternative Ed Students	Implement career exploration and career counseling at Alt. Ed. through guest speakers, field trips, add-ons to elective course offerings, materials and supplies related to this topic.	\$2,632.00	Yes
2.6	Credit Recovery Programming	Continue credit recovery options using Cyber High (GHS) and/or Edgenuity (Alt. Ed) through facilitated online learning programs that feature built in supports such as read-aloud, Spanish translations, etc.	\$30,000.00	Yes
2.7	Support AVID Program	Continue implementation of AVID at Sycamore to support college readiness skills at the middle school level for underserved populations.	\$56,412.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	College and Career Night for High School Grades	Provide college and career information nights for students at the high school level, e.g. "Cash for College" night and materials targeted to first generation college students.	\$0.00	Yes
2.9	GHS AP and Honors	Provide additional 1.0 FTE worth of AP and/or Honors courses for students and increase enrollment among underrepresented groups	\$149,973.00	Yes
2.10	Spanish Electives for Sycamore	Support two periods of Spanish at Sycamore, including one targeted to native speakers.	\$34,400.00	Yes
2.11	Add additional sections of Spanish at GHS	Provide an additional 1.0 FTE Spanish teacher to increase schedule flexibility and course offerings.	\$87,561.00	Yes
2.12	Literacy Support	Support materials to promote literacy among students through increasing holdings in school libraries and/or take-home book programs at early grades.	\$17,000.00	Yes

Goal Analysis [2021-22]

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

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

In goal 2, all planned actions and services were undertaken except for 2.5, College and Career Exploration for Alternative Ed. Although some work in this area was undertaken, it was largely planning based this year, and no expenditures were needed. Esperanza has in fact planned an extensive programming change that fits this action item and will be implementing that in 22-23 including work study and career placements to support non traditional students.

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

Action 2.2

About half of what was reserved for providing low or no cost college testing remained unspent in 21-22. Students were not registering like they once did for AP and especially SAT and ACT testing, in part due to so many colleges announcing they would no longer require these for entrance.

Action 2.3
Substantial differences in planned versus budgeted expenses took place in 2.3 (Intervention and lower class sizes). This was due to additional windfall LCFF dollars permitting the hire of additional teaching staff in 21-22 beyond what was originally budgeted for.

Action 2.5
Reserves for 2.5 (career exploration at Esperanza) were not utilized. This was in part due to continuing COVID concerns preventing full access to some campuses and a lack of speakers to come speak on campus and in part that this was a planning year for a much more extensive programming change slated to begin in 2022-23.

Action 2.6
Funds set aside for credit recovery programming (2.6) did not get used to the degree originally budgeted, but the full service slate was provided. Instead of leveraging LCAP supplemental and concentration dollars for Edgenuity and Edmentum, federal COVID relief dollars were used to continue supporting their use as originally purchased last year given that schools were required to offer enhanced at-home learning this year in independent study. The dollars that were expended here for for the continuance of the Cyber High credit recovery program at GHS.

Action 2.8
In 2.8, college and career nights, costs were very minimal and no reserved dollars were needed from the Plan even though the action was in fact carried out.

Action 2.11
The reserved money for what at the time was a vacant position needed to be increased when a candidate was hired whose experience placed them considerably higher than anticipated on the salary schedule.

Action 2.12
In 2.12 (literacy support) considerably more dollars were spent than originally budgeted as site libraries and class libraries were replenished at an unanticipated level.

An explanation of how effective the specific actions were in making progress toward the goal.

Reviewing the metrics in this area, Participation in college testing and AP courses and testing have both continued to fall since the baseline data most of which is pre-COVID. However, CAASPP scores and EAP college readiness indicate that GUSD has improved considerably from the pre-COVID numbers, having increased from 27.51% to 76.92% in ELA and from 26.75% to 40.16% in math with similar increases in

the EAP ratings. Whether this is indicative of a "bubble" group that tested in 20-21 or due to the alterations made to the state test in 20-21 is unclear so marking this as upward trend is too early. On a related note, the trend is still downward in A to G completion rates for high school having fallen from 34.3% on CALPADS data to 30.3%. Enrollment in the more advanced classes leading to success in college/career readiness has fallen including the pathways to full mathematical readiness for the 11th grade CAASPP - as measured by freshmen enrolled in IM 1 or 2 which fell from 67% of students to under 63%.

Interpretation of the various metrics under Goal 2 of preparing students for college and career is that three factors are at play that lead to a determination that various outcomes are currently not on target to being met as-is by the end of the three year LCAP cycle. Factor 1 is that students are not enrolling in academically rigorous classes (lowered AP, Honors, and frosh IM1/IM2 numbers) that boost College and Career Readiness figures. Second, but not captured in the current metrics described in the LCAP, is recent internal surveying of grades in the many, many A to G courses offered in GUSD. Students are passing their courses, but they are not passing them with grades high enough to count as college ready. Yet, those same students are able to show proficiency when they take the state tests as indicated by last year's upward trending success rates on the CAASPP. Third, it is believed that students are now less motivated to engage in the activities once considered the norm for college-going. In the past two years, the industry trend has been to move away from standardized test scores like SAT and ACT, meaning that students are less likely to enroll in the coursework to prep for those and less likely to take those courses, or their AP equivalents.

In the goal series around early literacy, there appears to be little measurable progress as student scores in I-Ready (the only currently available somewhat standardized assessment of skills in early grades) are inconclusive, and first grade indeed appears to have fallen considerably dropping from 64% at grade level down to 32%. But, that drop is also based on a very small sample of students as McKinley staff this year sampled many possible assessments in order to decide on a new standard moving ahead.

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

In examining trends in less emphasis on AP, ACT, and SAT testing along with the clearly decreased student interest in taking course related to those rigorous measures, GUSD leadership teams worked this year to identify alternate means of providing rigorous experiences to students that would fully prepare them for college and career. Thus, GHS is moving more toward emphasis on overall class experience instead of high stakes testing, and is beginning to partner with Butte College in 22-23 in offering an increasing slate of articulated dual enrollment options to students that will result in students earning high school as well as college credit for their overall understandings and effort, not just performance on a single test at one moment in time in the school year. This means that a new metric will be added to the LCAP for 22-23 with 22-23 being the baseline. This new metric will measure enrollment in college articulated or dual enrolled academic courses and articulated or dual enrolled CTE courses, along with pass rates for those courses. While this transition to the new model is taking place, AP and honors courses will still be offered and supported through the LCAP process.

In literacy, the shift away from I-Ready as the assessment of choice means that moving forward, it may no longer be used to report grade-level early literacy results and instead its successor product will be used moving forward. In this case, the concept of reading on grade level will not change, just the measure used, starting in 22-23.

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

Goals and Actions

Goal

Goal #	Description
3	All students will progress toward proficiency in core subject areas as measured by State and Local Assessment Data as well as receive support in 21st century skills using up-to-date curricular materials to further their support their education.

An explanation of why the LEA has developed this goal.

Consistent with Board Goal 1 to "provide effective curriculum and instruction that results in increased student achievement." Analysis of standardized testing data such as CAASPP and ELPAC have shown that not all students are achieving at the expected standards (such as overall of 3 or 4 on CAASPP and 4 on ELPAC). Analysis of potential reasons for lagging student performance includes several factors. One such factor is a lack of updated and commonly used curriculum; district curriculum still represents a mix of materials, some of which is in alignment with Common Core and others are not. The second factor is changing educational needs of students evidenced in increasing poverty, increases in the number of students with disabilities, and increases in student trauma shown through data like Butte County's placement as one of the highest ACES (Adverse Childhood Experiences) counties in the state, with 1 in 4 households reporting a score of 4 or more on ACES which has been shown to correlation to increased risk of physical and mental distress. These changing needs mean increased need for professional development on the part of teachers and staff to address those issues. The third factor is a lack of a systemic approach to student improvement within the district - an assessment system in place at one school site may not have an equivalent at another, making transitions for teachers and students alike difficult if they move sites, and making meaningful data comparisons across the time of a student's years in Gridley schools less available to assist the students. Often, work done at a previous site or even in a previous year at the same school site is "lost" with the rollover to a new school year. The actions proposed to address these issues thus take into account the need to upgrade curricular materials to meet the current state standards and the unique traits of GUSD students, the need to provide time and training to staff to undertake this work, and the need to streamline and organize the process through implementing sustainable systems and the infrastructure to maintain it electronically as well as to more efficiently gather that information. The technological emphasis here also adds value to the classroom experience of students as they are given tools that they might not otherwise have access to at home to work from home with computers and to work at school with them as well.

Progress toward this goal will be measured through some simple means just as ensuring that enough materials to meet student needs are present and that all teachers are assigned appropriately to their areas of expertise, but also through some more complex systemic changes. Among these are ensuring that the work is completed from the last LCAP cycle to align all curricula to current standards and curating deliverables from teacher teams to document this, and auditing all district curriculum to make sure it is in compliance with CCSS, NGSS, and/or ELD standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Appropriate Teacher Assignment	100% of teachers are fully and appropriately credentialed as certified by the HR office.	At the end of the year, 100% of teachers were fully credentialed and certified.			Maintain 100% fully credentialed and assigned teachers.
Priority 1: Basic Sufficient Instructional Materials in all core subject areas	All students have access to instructional materials in English Language Arts, ELD, science, social studies, and mathematics as measured by Williams requirements and affirmed yearly in the October board resolution attesting to this.	Board certified at their October meeting compliance with Williams Act. Later curricular audit for Wilson school indicated that there was discrepancy with this and this was corrected by the close of 2022 school year.			Maintain sufficiency of instructional materials and show currency of all materials in the core subject areas. All K-8 core subject areas will be updated to be CCSS-aligned or be in final stages of adoption.
Priority 2: Implementation of State Standards	In ELA, staff rated an average of 3.6/5, with the most common response being in the "Full Implementation". In ELD, staff rated an average of 3.3, with the most common response being "Initial Implementation". In math staff rated 3.6/5 with the most common response being "full implementation". In science, staff rated 2.85/5 with the most	In ELA, staff rated an average of 4/5, with the most common response being in the "Full Implementation". In ELD, staff rated an average of 3.4, with the most common response being "Full Implementation". In math, staff rated 2.8/5 with the most common response being "full implementation". In science, staff rated 2.6/5 with the most			Raise all averages to the next whole integer from the baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	common response being in "Initial Implementation". In social studies, staff rated 2.85/5 with the most common response of "full implementation".	common response being in "Initial Implementation". In social studies, staff rated 2.6/5 with the most common response of "Exploration and Research".			
Priority 2: Implementation of State Standards 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.	Designated periods of English Language Development exist in grades 6-12 and all EL students are enrolled in at least one such period unless waived in writing by parent. In lower grades, students receive designated ELD as part of their ELA curriculum, and all adopted K-8 ELA curriculum contains specified EL components.	Designated periods of English Language Development continue to exist in grades 6-12 and all EL students are enrolled in at least one such period unless waived in writing by parent. In lower grades, students receive designated ELD as part of their ELA curriculum, and all adopted K-8 ELA curriculum contains specified EL components.			All K-8 core subjects adoptions include specified EL components to assist EL students in grades 6-12 will maintain at least one period of designated ELD support unless a parent waiver of services is on file.
Priority 3: Parental Involvement	In 20-21, minimal parent meetings were held, consisting of almost all virtual	In addition to statutorily required English learner, site council, and parent advisory meetings,			Show increased total numbers of parent attendance or participation at each site's back to school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school site councils and ELAC DELAC.	Wilson hosted a new Visioning Night and some family nights, McKinley hosted several curriculum and fun nights. Active tracking of attendance remains an issue for these events, but the number of events held increased.			nights, school site councils, and district parent meetings such as parent advisory council and ELAC/DELAC year over year for all three years at all sites, with 15% of parents represented at minimum.
Priority 4: Pupil Achievement Language Proficiency	Reclassification rate at the 19-20 school year was 16.1% according to DataQuest.	20-21 Reclassification rate was 9.8% per DataQuest, consistent with lack of complete 19-20 ELPACs for all grade levels needed to reclassify.			Maintain reclassification rate of 17% average over three years.
Priority 4: Pupil Achievement Language Proficiency	ELPAC was suspended in 2020 due to COVID, but in the 2019 Dashboard, 57.2% made progress on ELPAC, putting GUSD into the "High" category.	Measure continues to be suspended at the state level at this time.			Maintain "High" or "Very High" EL progress on the dashboard.
Priority 4: Pupil Achievement Language Proficiency	DataQuest 2019-20 data show 3.1% Long Term English Learners in the district and 4.6% "at risk"	DataQuest indicates for 20-21 59 LTEL and 67 at-risk students, or 21% and 23.4% of the district's ELs overall. This is consistent with inability to reclassify some students due to			Reduce LTEL to 2% or lower.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		their missing ELPAC scores from the previous year in those grades most likely to reclassify (6-12).			
Priority 4: Pupil Achievement CAASPP	<p>2019 CAASPP for students in grades 3-5 in ELA averaged 6.2 points below standard. ELs 24.7 below Low income 15.6 below Students with Disabilities 59.2 below</p> <p>Local I-Ready diagnostics in spring of 2021 show 49% of students reading at or above grade level, 32% at risk, and 19% in need of intervention.</p>	<p>2021 CAASPP in grades 3-5 in ELA averaged 32 points below standard. ELs -75 Low Income -37 Disabled -115</p> <p>I-Ready diagnostics (given in grades 1-5) in 21-22 showed 46% reading at or above grade level by the end of the year, 37% at risk, and 18% in need of interventions.</p>			Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each year and change from year to year.
Priority 4: Pupil Achievement CAASPP	<p>2019 CAASPP for students in grades 3-5 was 25 points below standard in Math. ELs 41.1 below Low income 33.2 below</p>	<p>2021 CAASPP in grades 3-5 in math averaged 29 points below standard. ELs -63 Low Income -34 Disabled -83</p>			Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities 80.8 below</p> <p>Local I-Ready diagnostics in spring of 2021 show 47% of students reading at or above grade level, 40% at risk, and 13% in need of intervention.</p>	<p>I-Ready diagnostics (given in grades 1-5) in 21-22 showed 44% at or above grade level by the end of the year, 40% at risk, and 16% in need of interventions.</p>			<p>year and change from year to year.</p>
Priority 4: Pupil Achievement CAASPP	<p>2019 CAASPP for students in grades 6-8 in ELA averaged 2.8 points below standard. ELs 36.4 below Low income 11.2 below Students with Disabilities 43.2 below</p>	<p>2021 CAASPP for ELA students in 6-8 ELA averaged 9 points below standard. ELs -96 Low Income -13 Disabilities -106</p>			<p>Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each year and change from year to year.</p>
Priority 4: Pupil Achievement CAASPP	<p>2019 CAASPP for students in grades 6-8 was 45.2 points below standard in Math. ELs 78.6 below Low income 53.8 below Students with Disabilities 95.4 below</p>	<p>2021 CAASPP for math students in 6-8 ELA averaged 64 points below standard. ELs -125 Low Income -69 Disabilities -159</p>			<p>Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each year and change from year to year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement District Benchmarks	64% of first graders were reading at grade level at the end of 2020-21 based on I-Ready data.	58% of first graders were reading at or above grade level by the end of the year. Note that this is based on a small sample as the site is transitioning away from the use of I-Ready and was piloting other assessments in the spring of 2022 (n=26).			70% of exiting first graders will be reading on grade level based on I-Ready or another commonly administered diagnostic/benchmark.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Learning Communities Collaboration	<p>All school sites will complete or revisit work done to identify essential standards and develop common assessments through collaboration within and between school sites.</p> <p>Faculty will revisit norms and expectations of PLC work with their site administrators and receive additional support in PLC methods from the district.</p> <p>Faculty will develop, administer, and analyze common assessment data to inform instruction periodically throughout the year with particular attention to underserved student groups such as ELs, foster youth, low income students, and students with disabilities.</p> <p>Faculty will be supported in this through release time, summer collaboration opportunities, and technological tools and additional training.</p>	\$26,151.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	CCSS Materials Adoptions	Prioritize materials over the period of the LCAP cycle to pilot and adopt in core subjects to bring all subjects up to CCSS with current California adopted materials, focusing on K-8 and core subjects first.	\$52,678.00	Yes
3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Provide instructional aide support to K-3 classrooms, including time for additional occasional extra duty work K-8 as needed to support classroom prep, school events, etc.	\$448,444.00	Yes
3.5	Instructional and Content Training	Continue to train all teachers and implement a CCSS aligned curriculum in every district classroom K-12. Provide training as applicable to instructional aides to support.	\$47,519.00	Yes
3.6	District Benchmarks	Explore and adopt district-wide CCSS benchmarking assessments in ELA and Math and provide an online data tracking system for assessment analysis. This shall include specific attention to the ability to disaggregate data for students in the socio-economically disadvantaged, English learner, homeless and foster, and students with disabilities categories. This shall include professional development training for staff in the collection and use of benchmarking data for those subpopulations as well as all students.	\$27,000.00	Yes
3.7	Technology and Media Support Staff	Provide Library/Media Services and Technical support at sites. 3.0FTE district-wide IT technicians, 1.0 FTE library tech at GHS, 0.5 FTE library tech at Sycamore, 1.0 FTE library media at Wilson.	\$354,546.00	Yes
3.8	District Coordination of Programs	Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration, consisting of 1.0 FTE District level Director of Curriculum and Technology and 1.5 FTE of classified support staff in data gathering, analysis and clerical tasks.	\$279,487.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Technology Hardware and Software Support	Ensure student and teacher access to emerging technologies for instruction and learning in both hardware and software.	\$264,876.00	Yes
3.10	Arts Support	Provide enrichment opportunities specific to musical and performing as well as visual arts.	\$20,000.00	Yes
3.11	Leadership Teams and Extra Duty Time	Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site and provide professional development release time opportunities or "extra duty" opportunities for faculty to work on school improvement outside the contracted work day.	\$110,953.00	Yes
3.12	Core Subjects Enrichment Support	Provide enrichment and supplemental materials and opportunities for students across all grade levels in all subject areas.	\$115,127.00	Yes
3.13	Additional ELD Period (GHS)	Add .2 FTE (one additional period) to GHS ELD beyond what is already budgeted for.	\$19,605.00	Yes
3.14	Credential Monitoring	Monitor appropriate credentialing and assignments for all teachers. Existing district personnel will monitor correct and appropriate placement of all teaching staff within the district.	\$0.00	No
3.15	Shady Creek	Provide support to send Wilson students to Shady Creek Environmental Science Camp	\$41,250.00	

Goal Analysis [2021-22]

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

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

Actions around pushing ahead in PLC work (Action 3.1) targeted to common assessments and benchmarking were stalled this year due to lack of subs in some cases, and more immediately pressings needs around curriculum compliance in others - especially in the elementary grades where disparity in curriculum implementation was revealed.

The action set targeted to curricular improvement was carried out at a much faster pace and scale than was originally planned. Action 3.2 around curricular adoptions instead of targeting one adoption per year was driven by site needs at Wilson and McKinley schools to push for three full curricular adoptions in the year (math, science, and social studies), plus one supplemental materials adoption targeted to writing skills. As these materials arrive, it is anticipated that trainings will target appropriate implementation of these curriculums.

In districtwide coordination of programming (3.8) loss of a position in being reassigned to focus on student culture and safety at a single school site as opposed to districtwide programs coordination and instructional coaching led to less success in the ability of remaining staff to oversee the myriad instructional and other programs within the district. Midway through the year, to mitigate this loss, two classified positions were created and placed in this action to assist remaining personnel in managing their duties of coordination in curriculum and technology.

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

Action 3.1

Considerably less money was spent in this area than planned. In part, this was based on not utilizing a partial reserve that had been set aside to bringing in outside PLC trainers and also due to lack of subs being available for a good portion of the year to release staff for large collaborations.

Action 3.2

The original vision of money allotted in this area was to fund about one major curricular adoption per year over the three years of the original plan. This year, three major elementary adoptions took place, and funding was diverted to meet those obligations. Elementary adoptions in science, math, and social studies all took place this year to ensure district compliance with state ed code and to meet student needs as old materials not aligned to CCSS were replaced. The huge amount of work done this year leads to a lesser amount being allocated here in the coming period of time.

Action 3.5

Like in area 3.1, this action was reduced in spending in part due to not having enough subs to cover conference attendance, and also that what conferences WERE attended were often online and thus considerably less expensive than pre-pandemic ones due to lack of travel costs.

Action 3.6

Less was spent on district benchmark piloting due to leveraging learning loss federal and state grants that were more restrictive in nature to pay for pilot materials.

Action 3.8

As was mentioned in Goal 1, the large amount unspent in this area represents a shift of an entire position from districtwide programs coordination to instead work at a single site, focused on student safety and school climate. This leads to an increase in area 1.9 where the position was more accurately reported as safety and supervision related.

Action 3.9

Substantial increase in spending occurred here as technology needs of the district continued along an increased trajectory and costs of parts and devices have skyrocketed in the past year.

Action 3.12

Considerably less was spent in this area than originally budgeted in part due to less travel for student field trips to support learning. due to continuance of COVID protocols, especially early in the year.

An explanation of how effective the specific actions were in making progress toward the goal.

The central focus of Goal 3 centers around all students moving toward proficiency in Common Core materials as evidenced in their state testing and other measures of achievement aligned to those standards. Although no immediate gain in test scores will be seen as a result of the many curricular adoptions this year, bringing in updated materials plus training support in those materials, will no doubt lead to gains in student success in this goal. The unexpected change of losing half of the districtwide programs coordination team as reassigned to single site culture and safety support will also be reflected testing as well when current results of state testing are available, as it is already seen in local assessments where scores stagnated or went down in some cases such as I-ready reports on early literacy. Despite these setbacks, it is expected that as the deficiencies are corrected in the current plan or were addressed midyear, there will be recovery in the 2022-23 year.

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

This central goal remains unchanged at the whole. Among the related actions, the following has been changed or added for 2022-23.

Action 3.5

Substantial reduction in dollars allotted as all major K-5 curricular adoptions have been completed for the near term. Instead, emphasis will shift to instructional strategies as they relate to those new adoptions plus increased understanding of common core standards in math and science especially.

Action 3.8

Two new classified positions create in 2022 to assist in this area are expected to be filled throughout 2022-23, focused on data gathering and accuracy. This will permit greater attention to the analysis of data by the administration team in decision making.

Action 3.9

Substantial decrease in funding occurs in this item for 2022-23 as other funding sources targeted to learning loss recovery step in to pick up that load.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
5,246,715	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.32%	1.39%	\$250,000.00	30.70%

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

Required Descriptions

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

1.1 and 1.10

Family support liaison assists to increase communication between the largely non-Spanish speaking faculty and administration as a conduit to the main Spanish speaking families in the district, representing both an increased and improved service to ELs and their families at parent meetings, in IEPS, and through a dedicated district translator of materials for families. In addition to one dedicated person in the district as a point of familiar contact, specific parent outreach in the form of mailings, workshops, and ongoing networking are planned that are targeted to low income families and EL parents to increase their ability to help students at home in support of the students' academic progress.

These are supports that existed in the previous LCAP, and the anecdotal evidence collected through comments at family/parent meetings that parents appreciated someone "like them" acting on their behalf was positive. More definitive data are yet to be collected about the efficacy of the position due to the COVID pandemic and the challenges of staffing the position consistently and long enough to train a person to fulfill the envisioned role. Efficacy of the position in assisting SARB was also not yet determined, since although trained to begin taking it over, the first person hired was not able to do so due to SARB suspension under COVID. The money set aside for 1.10 in parent support and outreach was also largely unspent as the planned activities were not possible in the COVID environment - the low-cost virtual activities done in their stead were ineffective at attracting participation of the desired family demographics, so in the new LCAP the intent is to carry through

that which was planned - in person engagement events and classes to raise family connectedness to schools and provide families the supports to assist their children at home in achieving success at school, as measured through the metrics of the Healthy Kids surveys and the students' academic achievement and attendance.

1.2 and 1.4

Trauma training and support for counselors are targeted to assist staff in assisting the many families in Butte county experiencing trauma, from the remnants of the Camp Fire, to COVID, to the challenges of poverty in general. With 3/4 of the students in the district being low income and facing the challenges that this brings, this training will assist all students, but is targeted toward assistance of low income and foster families that have been historically shown to suffer the most from these types of events due to lack of in-home resilience skills or ready access to outside resources and which manifest in higher than average behavior incidences in school, increased absences, and lower academic performance in the foster, homeless, and low income student groups.

Training effectiveness is an item that previous existed in the LCAP plan whose full effectiveness could not yet be measured due to pandemic conditions. Trainings done pre-pandemic could not have prepared staff for the changed conditions under distance learning and the new set of challenges. Trainings offered in the current year largely focused on other more immediate needs such as distance learning, and thus with the return to full in-person learning in fall of 2021, these trainings will resume. This decision was influenced by the PD Needs survey given to staff in the district in spring of 2021 which still showed marked interest in learning how to better manage challenging student behaviors and trauma-informed practices to proactively create better learning environments. Effectiveness of the counselors will require additional time to be seen. Already gathered are data that show up to 20% of students seeking out appointments with their assigned SEL counselor, indicating that there is a strong need in the district for these services. This effectiveness will be measured through the Healthy Kids data which include components of SEL conditions in the students. The target will be lowered incidences of referrals for services and self-reported increases in student mental health and satisfaction, with an emphasis on looking to see how rates in student subgroups compares to baseline data such as discipline referrals and absences.

1.3

PBIS support is targeted to increase attendance of our students and families struggling most with regular attendance, which happen to be special education, foster, homeless, and low income. EL students tend to have the best attendance of all subgroups, but they will also benefit from the improved campus climate and lessened disruptions of a positive behavior supported environment that encourages and reward coming to school and behaving well as opposed to punishing unwanted behaviors or absence.

This is an item carried over from the previous LCAP to which additional resources are being deployed. Implementation of a model PBIS program had begun and was at various stages in district schools, but disrupted during the pandemic, thus not permitting this set of actions to be carried through long enough to be measured. Although some elements are now in place such as signage and some norms, the daily practice needed to create cultural change at a school was not able to occur in the abnormal environment from March 2020 to June 2021.

Additional time is thus needed to accurately assess whether the plans implemented in 2019-20 will have the desired effect of increasing attendance, reducing discipline problems, and increasing perceptions of campus belonging in safety as measured through attendance and chronic absenteeism rates, lowered suspension rates, and improvements in the Healthy Kids survey data once all students are back at schools and the disruptions of distance learning and quarantine are lessened if not removed in the 2021-22 school year.

1.5 and 1.8

Low income, foster or homeless, and language-barrier students have lesser chances of being able to access health services at home. Having at-school access to at least basic health services and screenings plus referral to low or no cost resources is thus an increase in services to students in need. It also represents an improvement in that with additional staffing, more proactive work in screening and referral can be done to head off minor health issues before they become large ones leading to chronic illness and absence, as has been seen in the past with some students who were not accessing care for things like dental abscesses and didn't know how to do so. Supporting dedicated PE and health teachers at the lower grades is seen as an improvement in that it provides content experts in exercise and health to students to proactively encourage and support healthy lifestyle and fitness in an increasingly sedentary population. This is an increased and improved service to the unduplicated pupils in that the CDC reports among the populations most likely to be affected by childhood obesity are Hispanics (the vast majority of GUSD ELs are Latino) at over 25% and low income youth at almost 19%. Increased health and fitness are seen as translating to improved attendance and learning, plus the organization of activities promotes having fun with fitness as well, further encouraging attendance.

This is a continuance of two previous LCAP actions - health aides and lower grade dedicated PE teachers. Without collection of state Physical Fitness Testing data in the last two years, the efficacy of the physical fitness program remains in question and more data need to be collected. Increased presence of health aides is also hard to truly evaluate under current conditions as well, as pandemic conditions changed school populations dramatically while students were on distance learning, and even when the bulk of students returned to school much of the time of the health aides was dedicated to contact tracing and staying ahead of the COVID-related needs of the students as opposed to the core health screenings and student care that was intended in their hires.

1.6

The Attention to Attendance program increases services to students in the most likely groups seen in local data to miss the most school (low income, foster, and homeless) through sending out timely notices as students near the threshold of chronic absence and truancy and then assisting the district in monitoring attendance of at-risk students so that resource can be employed to help those families overcome barriers and raise their awareness about how just an absence here or there can add up to much missed education. This service also assists our EL families in sending notices and awareness information about attendance in the home language of EL families.

This is another continued LCAP item from the previous cycle. Although intended to sunset with the hire of the Bilingual Family Support position, this program was retained in the new LCAP due to a need to provide a backup should a new hire not be immediately found. Efficacy of the Attention to Attendance system was seen in its last full year to be helping to maintain attendance rates overall, though there was slippage in some subgroups, attributed to lack of a full support system available to bring those students back into schools. During the pandemic, data were not determined to be reliable from this program nor really actionable as there continued to be a lack of active SARB in the district in the pandemic, and the attendance tracking system needed to be changed to meet new state requirements under executive orders. Thus, additional data needs to be gathered through continuance of the program in a more regular school year in order to ascertain whether student attendance continues to be positively affected by this program, as measured by subgroup attendance rates and degree of usage of the SARB board in the new year.

1.9

Campus supervision was an outgrowth of the report by students that they were experiencing bullying or felt unsafe, including for such reasons as the language they speak. Removing potential barriers to students wanting to come to school such as to avoid bullies is thus targeted to assist ELs in feeling more comfortable by building an antibullying culture and increasing perception of campus as safe. This is also targeted service based on data that show increased suspensions of low income, students with disabilities, and English learners at rates above average. It is believed that increase "presence" will dissuade potential behaviors that might escalate to suspendable offenses, and thus remove those students from the educational setting.

This is an action that has been maintained and slightly increased from the previous LCAP with the addition of hours to provide campus supervision at Sycamore. With data from students and even staff stating they feel sometimes unsafe at school, or bullied (from students), there remains a continued need for additional supervision. In the abortive LCAP planning process from the spring of 2019-20, parent comment cards also reported that additional on campus supervision was needed to help control bullying behaviors. With abnormal data collection this past year, with so many students remaining on distance learning, additional data of a comparable nature is needed to determine whether the campus supervision in place is effective. The other components of campus supervision such as fencing and cameras were partially accomplished or accomplished late in the 2020-21 school year, so again additional time is needed to determine whether feelings of campus safety are improved in the Healthy Kids survey.

1.11

Trauma and behavioral supports is an outgrowth of reports by students, parents, and staff members that continued attention to the mental health of students is needed. With so much attention in media and federal government money specifically to fight lingering COVID stress and get students engaged in schools once again, much of the effort GUSD is taking on here is funded through those sources instead of through LCAP supplemental and concentration dollars. It remains a public portion of the plan however as a callout to the recognized need in this area in the district. Maintaining this attention increases and improves service to unduplicated pupil counts in that the COVID stressors have been particularly felt by lower income families and foster/homeless students as these students are seen in higher numbers by site counselors.

1.12

Traditionally funded through fundraising and gate fees that have not materialized as they once did pre-COVID, GUSD is committing to continuing support of grades 6-12 athletics to ensure students maintain available practice space and updated safety equipment as well as uniforms. This is an increased service in that those students who might not be able to participate in fundraising such as lower income and foster/homeless students still deserve opportunities to participate in school athletics, both for the health benefits that this brings and also to increase their connections to school.

1.13

The GUSD general fund has seen increasing hits in the last year due to increases in fuel costs and the general inflationary pressures as well as increasing encroachments into the general fund to maintain efforts to support students with disabilities. As GUSD looked for areas in the general fund that could be impacted, one such area was the home to school transportation program. The state funding for home to school transportation is nowhere near enough to fully fund the GUSD home to school transport program, and rather than risk cutting back on that program, GUSD has instead moved to enshrine its protection in the LCAP by assigning supplemental and concentration dollars to keep it solvent. This is an improvement to services to lower income, homeless/foster students primarily as it represents GUSD providing transportation to those students as opposed to parents needing to do so in the face of rising transportation costs. This is seen as part of Goal 1 in that it assists students in feeling safe in coming to their schools as opposed to having to cross busy Highway 99 or the busy railroad tracks in town.

2.1 through 2.12

Collectively, these actions represent an attempt to expand opportunities for students to leave GUSD with the skillset to move on into post-secondary college education, the skillset to enter the workforce right after graduation or soon thereafter with more than a minimum wage job, or to have BOTH options available. Thus, the LCAP plans to support students throughout their time in the district to achieve those goals. It has been long demonstrated that children who cannot read at grade level by third grade are at much higher risk of dropping out of school, so at the earliest grades GUSD is targeting basic literacy for all. Low income families and families of EL students often live in homes without ready access to books or other reading materials, so from an early age, GUSD wishes to promote at-home literacy both in English for low income native speakers, but also through supporting parental involvement with EL students early on by providing dual language readers that allow parents to support English while working from the comfort of their at-home language. By the time students reach middle school, the AVID program supports first generation potential college students from low income and foster or homeless families with increasing their skillset to have success in the harder academics of high school and later college. Adding additional courses in both Spanish for native speakers increases a comfortable place where non-academic speakers of Spanish can get some assistance in building their academic skills in the home language, translating into greater success in their other classes and in employability as a confident truly bilingual speaker. Supporting AP and honors courses, plus providing additional Career and Technical Education opportunities shows support for students often

considered at two ends of the academic spectrum, but as expensive programs that open doors to students, they might not be able to be offered in such numbers and variety without the support of additional funding. Seeing that students of EL, special education, and lower income are not as well represented in AP and honors courses in the baseline data, the intent is to increase marketing to those students and get them to try the opportunity rather than let it pass them by by offering a variety of advanced and CTE courses to catch their interest instead of the smaller number that could be offered using only base funding. Similarly, the application of dollars to support the higher number of students falling credit deficient and/or ending up at Esperanza in high school is targeted to primarily low income students and get them engaged back into completing their education by providing career alternatives, counseling, and rapid credit recovery options for them to get back on track. GUSD deems this as a targeted approach to low income students because the baseline analysis of cohort dropout data showed that 100% of GUSD dropouts were from the low income demographic in the 2019-20 data.

All of the services in Goal 2 with the exception of 2.12 are carryovers from the previous LCAP. Action 2.1 and 2.4 have thus far been a success as a highly qualified teacher has been attracted to the position in CTE Health, and a full pathway of courses with supporting equipment has been put into place. The pathway is too new to gauge its success based on completers however, so this support requires continuance. The funds spent to support the other pathways are also deemed successful as enrollments in CTE classes continues to be strong and there has been seen an uptick in enrollment of underrepresented subgroups, though the data still show that additional data are needed to see if the trend continues up to the point where there is parity in subgroup enrollment in the classes and the students taking CTE classes mirror the demographics of the rest of the school. Action 2.2 and 2.9 for supporting college testing and AP offerings have had invalid results for two years now due to cancellation of some tests in the spring of 2020 and the requirement lifted to have a valid score for college entrance. In 2020-21 there was lower enrollments in AP courses, in part perhaps due to the perception that a year begun in distance learning was not conducive to success in those tough classes. Thus, this action is continued to re-set the baseline and allow it the time of a more regular year to determine efficacy over the period prior to free testing. Early data from the first year of this LCAP goal did show increased numbers of students testing, but that data is now two years old. LCAP support for lower class sizes and intervention classes plus credit recovery (2.3 and 2.6) was maintained due to the existence of those programs helping to at least maintain rates of subgroups achieving success as based on pass rate, graduation rates, etc. To improve subgroup success rates, the administrative team has determined an increased focus on goal 3 actions to improve first line instruction to students will likely provide the greatest impact, but these remediation actions are needed to "buy time" in order to not allow students at risk to further slide. Continuance of 2.5 (career exploration for Esperanza) requires more data as the measure that had begun to be put into place were disrupted under COVID. Action 2.7 to support AVID has been successful as additional students have been enrolled in the program pre-pandemic and the number of needed sections increased by one to support interested and qualified students. Whether that was a one year spike or can be maintained requires additional data and will be examined in the post-COVID data. With AVID not being offered this past year to all students (not available as a distance learning offering) the data from this year are insufficient. Action 2.8 was a maintenance item and has continued to be supported because data consistently show good turnout for the program as compared to area schools, and the program features bilingual opportunities for parents to engage and learn about college for their children. Actions 2.10 and 2.11 to increase Spanish offerings were continuances disrupted by COVID, as the number of students remaining on distance learning, especially at Sycamore, removed some possible students from the pool of students when in-person instruction was returned to. These goals are being maintained to allow additional time for data in a more normal year to be gathered. The final action here, 2.12, is the support of student literacy through book programs and other targeted supports. Efficacy of this has yet to be

baselined as the primary target pool of the youngest learners has yet to enter school. Baseline data can be gathered in early 2021-22 but even that will take some time to see true difference as it will be in the third grade year of those students that a final measure can be taken.

3.1-3.6

These actions hold as a common thread the building of a unified system to approach teaching the children of GUSD and providing resources to teachers that are up to date, aligned to both common core and ELD currency, and provide the time to teachers to work within and outside the school day to plan lessons, collaborate with peers about serving the students, and analyze the data of their students' assessments for planning further instruction. With an increasing population of students with disabilities, low income and trauma-affected students in the district overall and the statistical reality of those students' greater likelihood of failure, teachers need additional time to prepare to serve those students effectively and in updating their pedagogy around the special issues those students bring with them as well as the updated curricular material to work with, above and beyond the need to complete adoption of all district curriculum to the Common Core, Next Generation Science, and ELD frameworks. Thus, the adoption of materials represents a substantial improvement of service to students in the EL subgroup while the work on PLCs and more content training represents improvements for the EL populations as well as the low income, special education, and other subgroups who experience less success than the "average" student. The addition of exploring and adopting a districtwide true benchmarking assessment and electronic system also represents an improvement as well as it will permit data analysis to occur much quicker for those students and inform the teachers that much faster for intervention purposes.

These are all continued actions from the previous LCAP being maintained. Actions 3.1 and 3.5, PLC work and collaboration plus instructional and content training, is important work in supporting unduplicated students. Students in the unduplicated groups all tend to underperform their grade level peers in almost every measure with the possible exception of attendance in which ELs tend to be among the best attending of GUSD students. As a result, PLC collaboration work has been determined to be an important step in getting teachers to have protected time to learn about the students in their classes in depth, and to plan instruction to best serve their improved achievement. Thus, resources have been set aside to support collaboration time, PLC methodology training, development of PLC protocols, and training of staff in recent instructional methods targeted to support EL students, low income and foster students, and students struggling in general. Along these same lines, examination of the curricular materials within the district has found that some are now out of alignment with CCSS or NGSS and require updating (action 3.2). A component of this is integrated ELD supports for students which is not necessarily aligned with current ELD standards in those materials, thus affecting our EL students negatively. Efforts thus far have centered on ELA and math, but materials in history, social studies, and non-core subjects have lacked attention. Thus, putting additional funds into the action of completing a more thorough curriculum audit and updating materials is an improved action or service to subgroup students that we will measure through responses on the yearly CCSS Implementation Survey most immediately, but then through eventual gains on overall ELPAC and CAASPP testing as all curriculum comes into alignment with CCSS and ELD standards. Going along with this, resources to then train teachers in any new adoptions has been set aside as well. Action 3.3 was identified as a continued action to support students in the lower grades at an improved student to adult ratio and more personalize instruction to assist those most struggling students in the unduplicated groups in closing the achievement gap. There is no state measure of these youngest students until they hit third grade, so local measures of reading proficiency will be used from the I-Ready or other locally identified common assessment. Recent results have been limited even here, as a number of distance learning students were not able to have access to the individualized attention of the instructional aides this past year,

and/or their parents refused to permit participation in the local assessment measures, thus a realignment year is needed for reliably valid data. Action 3.6 to audit, examine, and realign district benchmarks is the final piece of this set of related actions. This step was informed by the need to ensure that the assessments locally used to assess the youngest students and to provide formative data through the year to more quickly respond to students needs in the unduplicated groups are both aligned to standards in the newly adopted curriculum, and that the data are readily accessible to teachers and administrators in making instructional changes during the year.

3.7-3.9

As learned during COVID, having sufficient technology and the human resources to distribute and maintain it is crucial to maintaining a quality educational program. Unfortunately, base funding cannot take into account all that is needed to put it into place, keep it up, and support users. With 3/4 of district students from low income families, placing substantial resources into the hands of teachers and students in technology assures that no student is left behind in case of distance learning, ensures that students have the tools to take home with them to complete homework, and the connectivity at home and school to work - technology that low income families cannot themselves support. Thus, the technology component is an increase in services targeted to those families mostly that would struggle to afford it on their own (foster and low income). It also has an edge for EL students and their families as well, since now the tools of quick communication are in the hands of the students and families. Through software, communication that once was at best halting and with much missed meaning can occur much more rapidly through voice to text and text to voice with built in translations. The coordinator and TOSA assistant provide support for both the coordination of the curricular and EL goals of the district in ensuring that staff are trained in EL practices, students are monitored and being served appropriate, and also that other student needs are addressed as well through the guidance to explore and purchase appropriate technology and curriculum to meet the needs of ELs, special education, and other student groups plus the training on their use.

Locally delivered surveys and anecdotal data from individual interactions, parents speaking up at board meetings, etc. showed that internet connectivity and access to a computer that students can work on were limited for many families in the lower income brackets - a bracket which also tends to encompass EL students and of course foster students. Additionally, during distance learning, with the possibility of working and learning from home, it was learned that many faculty did not have access at home to computers or the peripherals needed to teach remotely. As a result, to put the tools into the hands of the neediest students and into the hands of the teachers to best serve those students, resources have been allocated to provided updated and current devices to all GUSD students and teaching staff, plus the personnel to maintain the devices and infrastructure for that (Action 3.7 is staffing, and action 3.9 is the equipment). The measure of success here is the internal count of devices available to students, plus staff surveys about having received the tools they need to serve their students. Action 3.8 is partially related to providing this technological service as it funds positions that oversee and plan the technology needs of the district, monitor the implementation of district technology, and then to coordinate the use of technology for staff and students through reviewing the use of district technology and instructional programs and ensuring parity and accessibility. Success of these district oversight positions is in part measured through the same surveys and audits ensuring device availability, uptime of the district systems, time to complete technology help requests, but also the various measures of student success on the instructional side as well - aligned textbook availability, student achievement scores, etc. Thus far, as a continued service, the success of these three actions is warranted as all students had access to devices to use during the pandemic, teaching staff had portable devices and peripherals made available, and the district has been able to support a take-home technology program for students in grades 6-12 to assist lower income students in completing homework

with 100% of students in grades 6-12 issued a device they can take home and even keep it through the summers. The district is also exploring a fleet of units for lower grades that can be checked out and taken home by students as well, though the need of a computer at home is deemed much lower in the lower grades.

3.10

This is a particular line item callout to ensure that students not able to experience arts and culture due to their low income status are afforded the chance to see, do, and experience - whether it is in supporting additional art projects, or in supporting maintenance, repair, and purchase of new band instruments, these dollars represent an increase in services to students in that they gain more variety in the types of art experiences that would otherwise be supportable through general fund dollars alone. It can also be seen as an improvement to existing services in that students in the music program for instance are not relegated to playing decades old instruments that won't hold a tune and the students can have a variety of instruments from which to choose.

As a rural area without immediate and close access to arts and culture of the greater world, GUSD's lower income students do not have ready access to enrichment experiences. This action is a continuance of previous LCAP whose success has been measured through participation in the music program in the district, and participation in funded activities related. In this past year, participation has been down and no in-person arts activities were permitted (due to the Pandemic). Music program participation was attributed to the difficulties in musical practice keeping parents from choosing this option for their children, and thus the success of this allocation must be reassessed when operations return to normal in the 21-22 year.

3.11

Site leadership teams represent an improvement to the services to the targeted unduplicated groups in that they act as additional site-based coordinators of the efforts to improve the services to students and manage the work of their peers in curriculum development, adherence to EL standards, and in assessment analysis to improve student outcomes.

Action 3.11 is related to the activities in actions 3.1-3.6 and represents a line item to account for on-site teacher-leader stipends such as department chairs to oversee the PLC activities of the various departments or grade levels on each campus. The need for these positions was determined after examining the lower performance of unduplicated students in all the subgroups compared to the general population, and seeks to improve services to them through ensuring that there is adequate supervision of the PLC process at schools. Success of this action is measured based upon looking at closing of achievement gaps in students, plus the staff responses to the yearly CCSS implementation surveys.

3.12

Like 3.10, this item is there to ensure that schools have sufficient resources to provide enrichment to students on campus during and after the school day. It is an improvement and increase in services to largely the lower income students who might not be able to assist with fundraising for field trips, providing their children with supplies, etc. Enrichment opportunities here include field trips, guest speakers, performances, campus events, and higher quality classroom supplies for special projects in arts, science, etc. Funding here could also be seen as affecting the attendance goals of the district in that it is a district position backed by data that students report that students who feel disengaged or that school is disinteresting to them are less likely to attend, and with the higher than average attendance issues of lower income, foster, homeless, and students with disabilities, the funding in this area is deemed a support to make school more engaging and thus serve those students by getting them here.

As a rural area without immediate and close access to arts and culture of the greater world, GUSD's lower income students do not have ready access to enrichment experiences. This action is a continuance of previous LCAP whose success has been measured through participation in the cultural experiences funded, field trips, and popularity of the guest presenters brought to campus. This area also funds additional enrichment beyond the basic services and materials provided to students. This funding is intended to support additional materials for use in classes beyond the basics, whether they be additional lab materials, additional more expensive consumable arts materials such as canvases and clays, etc. The deemed success of this allocation is student and parent satisfaction from the CHKS surveys, and perceived staff support for arts from the CCSS implementation surveys. Satisfaction levels were down this year, but correlating the objective survey responses with the open ended responses on surveys, an element in dissatisfaction was deemed to be the requirements under COVID to avoid many activities that might put students or staff at risk. Thus, a return to normal operations is needed before this can be fully assessed reliably.

3.13

The district is committed to serving its EL students, and funding has been set aside to offer an additional period of ELD support at the high school. EL numbers typically mean that all EL students could be housed in a single ELD period, but this funding will allow greater differentiation of student needs to a "high" and "low" class, based on EL level of the students and more 1:1 time with the teacher, making this service targeted solely to ELs as an increase in services.

Action 3.13 is a new action for this LCAP. Low enrollments of EL students at Gridley High mean that dedicated ELD courses for each EL level would be impractical, but the addition of an additional period will permit some additional differentiation of services to students in need of EL services - primarily newcomers - with very low English skills and thus great difficulty in accessing the standard curriculum. This action will permit that greater differentiation and improved student to teacher ratio. The success of this action will be measured by examining graduation rates of ELs compared to the base plus EL reclassification rates at the high school level.

3.14

3.15

After an absence of a decade or more, parents at the Wilson Visioning Night, in addition to elementary teachers, expressed a desire to bring back to students this opportunity. A week at Shady Creek costs several hundred dollars per student, and the fundraising burden this would add so suddenly on Wilson students was deemed too enormous an obstacle to place in their way to engage in this well remembered program that gives them a week of experiential science education and builds community at the school among staff and students alike. This is an increased service to lower income students who might not otherwise be able to afford an opportunity such as this on their own.

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

Increase and Improved Services are presented above as they relate to each goal's actions in the LCAP, or to a group of closely related actions. All funds allocated through the LCAP's Supplemental and Concentration funding are deemed to serve the needs of unduplicated pupils, therefore meeting the minimal percentage required of increased or improved services.

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

All GUSD schools have at or above 55% unduplicated pupil counts. Districtwide, in total. 80% of all supplemental and concentration dollars are utilized to support staffing. Of that, of course not every employee directly interacts with students daily, but a large number do. Districtwide, the shift of a large portion of transportation into the supplemental and concentration grants means that the mixed grade groups on the buses and vans are supported daily - across income, special needs, and EL status. Site by site, McKinley supports students in all the unduplicated groups by providing LCAP-funded instructional aides in all classes, plus additional intervention teachers to work often 1:1 with the most struggling students as is done in their Reading Recovery program for first graders who are not reading at grade level. Wilson funds additional safety personnel in the form of additional noon duty supervisors and crossing guards, plus librarian support and again like McKinley intervention specialists as well as funding additional regular teacher positions that serve to lower general class size or sometimes enrichment experiences. Sycamore supports its unduplicated pupils through the direct services of additional teachers to lower class sizes plus provide specialized intense intervention services, including two separate periods of ELD rather than limit ELD services to what might occur only in the

general ed classroom. At the high school level, additional teacher periods are bought to offer more support in math interventions with lower class sizes as well as extra ELD supports beyond that which is minimally required.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,479,709.00				\$5,479,709.00	\$4,387,277.00	\$1,092,432.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Family Support and Attendance Liaison	English Learners Foster Youth Low Income	\$86,116.00				\$86,116.00
1	1.2	Staff Training - Trauma and Behavior	Foster Youth Low Income	\$2,000.00				\$2,000.00
1	1.3	PBIS Support	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
1	1.4	Socioemotional Learning Counselors	English Learners Foster Youth Low Income	\$611,627.00				\$611,627.00
1	1.5	Health Aides	Foster Youth Low Income	\$123,620.00				\$123,620.00
1	1.6	Attention to Attendance Program	Foster Youth Low Income	\$19,300.00				\$19,300.00
1	1.7	Monitoring school site facility conditions	All					
1	1.8	Physical Fitness	Low Income	\$141,764.00				\$141,764.00
1	1.9	Campus Supervision	English Learners Foster Youth Low Income	\$448,308.00				\$448,308.00
1	1.10	Parent and Family Outreach Supports	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Behavioral and Trauma Supports	Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.12	Athletics Support	Foster Youth Low Income	\$15,000.00				\$15,000.00
1	1.13	Home to School Transportation Safety	Foster Youth Low Income	\$626,424.00				\$626,424.00
2	2.1	Support CTE Health Pathway	English Learners Foster Youth Low Income	\$79,415.00				\$79,415.00
2	2.2	College Testing	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.3	Intervention and Lower Class Size	English Learners Foster Youth Low Income	\$857,530.00				\$857,530.00
2	2.4	Support CTE Pathways	English Learners Foster Youth Low Income	\$192,991.00				\$192,991.00
2	2.5	Career Exploration for Alternative Ed Students	Foster Youth Low Income	\$2,632.00				\$2,632.00
2	2.6	Credit Recovery Programming	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
2	2.7	Support AVID Program	English Learners Foster Youth Low Income	\$56,412.00				\$56,412.00
2	2.8	College and Career Night for High School Grades	English Learners Foster Youth Low Income					\$0.00
2	2.9	GHS AP and Honors	English Learners Foster Youth Low Income	\$149,973.00				\$149,973.00
2	2.10	Spanish Electives for Sycamore	English Learners	\$34,400.00				\$34,400.00
2	2.11	Add additional sections of Spanish at GHS	English Learners Foster Youth Low Income	\$87,561.00				\$87,561.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Literacy Support	English Learners Foster Youth Low Income	\$17,000.00				\$17,000.00
3	3.1	Professional Learning Communities Collaboration	English Learners Foster Youth Low Income	\$26,151.00				\$26,151.00
3	3.2	CCSS Materials Adoptions	English Learners Foster Youth Low Income	\$52,678.00				\$52,678.00
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	English Learners Foster Youth Low Income	\$448,444.00				\$448,444.00
3	3.5	Instructional and Content Training	English Learners Foster Youth Low Income	\$47,519.00				\$47,519.00
3	3.6	District Benchmarks	English Learners Foster Youth Low Income	\$27,000.00				\$27,000.00
3	3.7	Technology and Media Support Staff	English Learners Foster Youth Low Income	\$354,546.00				\$354,546.00
3	3.8	District Coordination of Programs	English Learners Foster Youth Low Income	\$279,487.00				\$279,487.00
3	3.9	Technology Hardware and Software Support	English Learners Foster Youth Low Income	\$264,876.00				\$264,876.00
3	3.10	Arts Support	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
3	3.11	Leadership Teams and Extra Duty Time	English Learners Foster Youth Low Income	\$110,953.00				\$110,953.00
3	3.12	Core Subjects Enrichment Support	English Learners Foster Youth Low Income	\$115,127.00				\$115,127.00
3	3.13	Additional ELD Period (GHS)	English Learners	\$19,605.00				\$19,605.00
3	3.14	Credential Monitoring	All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.15	Shady Creek	Foster Youth Low Income	\$41,250.00				\$41,250.00

2022-23 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
17,896,190	5,246,715	29.32%	1.39%	30.70%	\$5,423,459.00	0.00%	30.31 %	Total:	\$5,423,459.00
								LEA-wide Total:	\$4,170,262.00
								Limited Total:	\$19,605.00
								Schoolwide Total:	\$1,233,592.00

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	Family Support and Attendance Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,116.00	
1	1.2	Staff Training - Trauma and Behavior	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,000.00	
1	1.3	PBIS Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
1	1.4	Socioemotional Learning Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$611,627.00	
1	1.5	Health Aides	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$123,620.00	
1	1.6	Attention to Attendance Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$19,300.00	
1	1.8	Physical Fitness	Yes	Schoolwide	Low Income	Specific Schools: Wilson, Sycamore, GHS	\$141,764.00	

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	1.9	Campus Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$448,308.00	
1	1.10	Parent and Family Outreach Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.11	Behavioral and Trauma Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$20,000.00	
1	1.12	Athletics Support			Foster Youth Low Income	6-12	\$15,000.00	
1	1.13	Home to School Transportation Safety	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$626,424.00	
2	2.1	Support CTE Health Pathway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	\$79,415.00	
2	2.2	College Testing	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS and Esperanza	\$10,000.00	
2	2.3	Intervention and Lower Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	K-8	\$857,530.00	
2	2.4	Support CTE Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	\$192,991.00	
2	2.5	Career Exploration for Alternative Ed Students	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Esperanza	\$2,632.00	
2	2.6	Credit Recovery Programming	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esperanza, GHS	\$30,000.00	
2	2.7	Support AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sycamore	\$56,412.00	
2	2.8	College and Career Night for High School Grades	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS and Esperanza		
2	2.9	GHS AP and Honors	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: GHS	\$149,973.00	

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 (%)
					Low Income			
2	2.10	Spanish Electives for Sycamore	Yes	Schoolwide	English Learners	Specific Schools: Sycamore	\$34,400.00	
2	2.11	Add additional sections of Spanish at GHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	\$87,561.00	
2	2.12	Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	
3	3.1	Professional Learning Communities Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income		\$26,151.00	
3	3.2	CCSS Materials Adoptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,678.00	
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Yes	Schoolwide	English Learners Foster Youth Low Income	K-8	\$448,444.00	
3	3.5	Instructional and Content Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,519.00	
3	3.6	District Benchmarks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,000.00	
3	3.7	Technology and Media Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$354,546.00	
3	3.8	District Coordination of Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$279,487.00	
3	3.9	Technology Hardware and Software Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$264,876.00	
3	3.10	Arts Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.11	Leadership Teams and Extra Duty Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,953.00	
3	3.12	Core Subjects Enrichment Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,127.00	
3	3.13	Additional ELD Period (GHS)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: GHS	\$19,605.00	
3	3.15	Shady Creek			Foster Youth Low Income		\$41,250.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,764,045.00	\$5,064,793.00

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	Family Support and Attendance Liaison	Yes	\$43,964.00	25,821
1	1.2	Staff Training - Trauma and Behavior	Yes	\$20,000.00	0
1	1.3	PBIS Support	Yes	\$50,000.00	32,659
1	1.4	Socioemotional Learning Counselors	Yes	\$591,602.00	564,629
1	1.5	Health Aides	Yes	\$85,758.00	114,728
1	1.6	Attention to Attendance Program	Yes	\$20,000.00	19,300
1	1.7	Monitoring school site facility conditions	No	0	0
1	1.8	Physical Fitness	Yes	\$120,093.00	130,758
1	1.9	Campus Supervision	Yes	\$406,272.00	559,458
1	1.10	Parent and Family Outreach Supports	Yes	\$20,000.00	14,150

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Behavioral and Trauma Supports	Yes	\$40,000.00	3,800
1	1.12	Athletics Support	Yes	0	15,587
1	1.13	Home to School Transportation Support	Yes	0	62,562
2	2.1	Support CTE Health Pathway	Yes	\$87,996.00	77,067
2	2.2	College Testing	Yes	\$20,000.00	8,007
2	2.3	Intervention and Lower Class Size	Yes	\$677,031.00	831,039
2	2.4	Support CTE Pathways	Yes	\$141,701.00	129,215
2	2.5	Career Exploration for Alternative Ed Students	Yes	\$10,000.00	0
2	2.6	Credit Recovery Programming	Yes	\$40,000.00	9,950
2	2.7	Support AVID Program	Yes	\$58,075.00	54,406
2	2.8	College and Career Night for High School Grades	Yes	\$1,000.00	0
2	2.9	GHS AP and Honors	Yes	\$99,581.00	100,131
2	2.10	Spanish Electives for Sycamore	Yes	\$34,762.00	36,537

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	2.11	Add additional sections of Spanish at GHS	Yes	\$83,119.00	113,347
2	2.12	Literacy Support	Yes	\$17,000.00	26,161
3	3.1	Professional Learning Communities Collaboration	Yes	\$88,241.00	57,033
3	3.2	CCSS Materials Adoptions	Yes	\$146,550.00	327,277
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Yes	\$380,752.00	401,762
3	3.5	Instructional and Content Training	Yes	\$77,169.00	39,032
3	3.6	District Benchmarks	Yes	\$50,000.00	34,556
3	3.7	Technology and Media Support Staff	Yes	\$354,088.00	337,426
3	3.8	District Coordination of Programs	Yes	\$253,606.00	188,480
3	3.9	Technology Hardware and Software Support	Yes	\$488,477.00	551,416
3	3.10	Arts Support	Yes	\$20,000.00	17,195
3	3.11	Leadership Teams and Extra Duty Time	Yes	\$34,812.00	35,795
3	3.12	Core Subjects Enrichment Support	Yes	\$183,487.00	126,677

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.13	Additional ELD Period (GHS)	Yes	\$18,909.00	18,832
3	3.14	Credential Monitoring	No	0	0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,314,793	\$4,764,045.00	\$5,064,793.00	(\$300,748.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Family Support and Attendance Liaison	Yes	\$43,964.00	25,821		
1	1.2	Staff Training - Trauma and Behavior	Yes	\$20,000.00	0		
1	1.3	PBIS Support	Yes	\$50,000.00	32,659		
1	1.4	Socioemotional Learning Counselors	Yes	\$591,602.00	564,629		
1	1.5	Health Aides	Yes	\$85,758.00	114,728		
1	1.6	Attention to Attendance Program	Yes	\$20,000.00	19,300		
1	1.8	Physical Fitness	Yes	\$120,093.00	130,758		
1	1.9	Campus Supervision	Yes	\$406,272.00	559,458		
1	1.10	Parent and Family Outreach Supports	Yes	\$20,000.00	14,150		
1	1.11	Behavioral and Trauma Supports	Yes	\$40,000.00	3800		
1	1.12	Athletics Support	Yes	\$0	15,587		
1	1.13	Home to School Transportation Support	Yes	\$0	62,562		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Support CTE Health Pathway	Yes	\$87,996.00	77,067		
2	2.2	College Testing	Yes	\$20,000.00	8,007		
2	2.3	Intervention and Lower Class Size	Yes	\$677,031.00	831,039		
2	2.4	Support CTE Pathways	Yes	\$141,701.00	129,215		
2	2.5	Career Exploration for Alternative Ed Students	Yes	\$10,000.00	0		
2	2.6	Credit Recovery Programming	Yes	\$40,000.00	9,950		
2	2.7	Support AVID Program	Yes	\$58,075.00	54,406		
2	2.8	College and Career Night for High School Grades	Yes	\$1,000.00	0		
2	2.9	GHS AP and Honors	Yes	\$99,581.00	100,131		
2	2.10	Spanish Electives for Sycamore	Yes	\$34,762.00	36,537		
2	2.11	Add additional sections of Spanish at GHS	Yes	\$83,119.00	113,347		
2	2.12	Literacy Support	Yes	\$17,000.00	26,161		
3	3.1	Professional Learning Communities Collaboration	Yes	\$88,241.00	57,033		
3	3.2	CCSS Materials Adoptions	Yes	\$146,550.00	327,277		
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Yes	\$380,752.00	401,762		
3	3.5	Instructional and Content Training	Yes	\$77,169.00	39,032		
3	3.6	District Benchmarks	Yes	\$50,000.00	34,556		

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)
3	3.7	Technology and Media Support Staff	Yes	\$354,088.00	337,426		
3	3.8	District Coordination of Programs	Yes	\$253,606.00	188,480		
3	3.9	Technology Hardware and Software Support	Yes	\$488,477.00	551,416		
3	3.10	Arts Support	Yes	\$20,000.00	17,195		
3	3.11	Leadership Teams and Extra Duty Time	Yes	\$34,812.00	35,795		
3	3.12	Core Subjects Enrichment Support	Yes	\$183,487.00	126,677		
3	3.13	Additional ELD Period (GHS)	Yes	\$18,909.00	18,832		

2021-22 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)
18,039,488	5,314,793	0	29.46%	\$5,064,793.00	0.00%	28.08%	\$250,000.00	1.39%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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