



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	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".	As reported on the School Accountability Report Cards completed mid-year and using FIT report data, all schools except Gridley High School rated as Good or Exemplary. GHS was rated at "Poor" during the walkthrough, citing at that time potentially dangerous electrical wiring and roof damage leading to water damage in some walls. These are being addressed.	Maintain all sites at or above "Good" overall ranking on Facilities Inspection Tool (FIT) Reports.
5	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	Attendance rate calculated at the P1 reporting period (ending December, 2021) was 91.7%.	Restore and maintain average attendance to pre-COVID levels of at least 93%.
5	Priority 5: Pupil Engagement Chronic Absenteeism Rate (Students absent >10% of time)	The chronic absenteeism rate on the 2019 Dashboard was 10.3% and 7.83% on the 2019-20 CALPADS 14.1 Report	Chronic absenteeism during the most recent completed year (20-21) was 35.65% based on CALPADS 14.1 report. Current data from Aeries student information system suggest a rate mid-year in 21-22 of 29.2%.	Decrease chronic absenteeism rate to 7% or better as reported on the Dashboard or the CALPADS 14.1 Report.
6	Priority 6: School Climate Expulsion Rate	Expulsion Rate was Zero percent for the 2019-20 school year as reported on DataQuest.	No students have been expelled in the most recent time period.	Maintain 0-1% expulsion rate as reported on DataQuest.
6	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%	Current suspension rate is 2.3%.	Maintain an overall suspension rate of under 5% and reduce all major subgroups to under 5%.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>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%.</p>		
6	Priority 6: School Climate CHKS Survey	<p>The Safe School survey (CHKS) completed in spring of 2021 shows for Grades 5, 7, 9, 11</p> <ul style="list-style-type: none"> % Connected to School 87/59/63/49 % Academic Motivation 87/60/60/60 % Safe at School 87/62/75/60/64 % Antibullying Climate 78/NA/NA/NA/NA % Been Bullied NA/39/30/27 % Clean School 81/50/60/54 	As of the middle of the year, this survey metric was not yet available as it is given in the February-March period.	<ul style="list-style-type: none"> % 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 <p>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.</p>
8	Priority 8: Other Pupil Outcomes Physical Fitness Test	Last administered in 2019 76% of students met at least 4 of 6 standards	This metric is not available as the testing period has just begun for the year, opening February 1.	80% of students shall meet at least 4 of 6 standards.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Ongoing	Yes	LCFF 38464	LCFF 5500	\$43,964.00	0
1.2	Staff Training - Trauma and Behavior Provide staff training in meeting the needs of trauma sensitive students.	Ongoing	Yes		LCFF 20000	\$20,000.00	0
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.		Yes		LCFF 50000	\$50,000.00	\$10,291
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	Ongoing	Yes	LCFF 591,602		\$591,602.00	\$278,574

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Alt Ed Counseling 1.0 FTE Districtwide Psychologist 1.0 FTE						
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.	Ongoing	Yes	LCFF 83758	LCFF 2000	\$85,758.00	\$49,850
1.6	Attention to Attendance Program Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.	Ongoing	Yes		LCFF 20000	\$20,000.00	\$19,300
1.7	Monitoring school site facility conditions All sites will annually evaluate the condition of their facilities.	Yearly	No				0
1.8	Physical Fitness Students in grades 5, 7, and 9 will participate in the state's Physical Fitness Test. Credentialed PE teachers (1.2 FTE) will be provided for Wilson Elementary to actively teach physical fitness and health to maintain and improve physical fitness.	Ongoing	Yes	LCFF 120093		\$120,093.00	\$53,778

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Ongoing	Yes	LCFF 309218	LCFF 97,054	\$406,272.00	\$154,639
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.	Ongoing	Yes		LCFF 20000	\$20,000.00	\$174
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	Ongoing	Yes		LCFF 40000	\$40,000.00	0

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	managing students with behavioral issues.						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	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	Sites have held in-person and virtual monthly School Site Council meetings as required by law, plus additional parent nights offered at the elementary	15% of parents in each identified subgroup will participate in one or more parent-oriented activities each year.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		"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.	level with generally low attendance other than the traditional Back to School nights at the beginning of the year. Sites are not currently collecting specific data about subgroup representation at these meetings, creating an area for improvement in the spring meetings and moving forward.	
4	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.	During COVID, the initial suspension of testing entirely and the later suspension of the requirement for SAT and ACT testing have reduced participation on these tests to zero. GHS counseling department reports no evidence of students having taken these assessments on their own coming back to the school in the form of end of year reports and the site-based testing program at GHS has been suspended.	200 or more students will take the ACT and/or SAT yearly.
4	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 2021, 74 AP exams were taken and 26 passed with a 3 or better of 5 possible, or a 35% pass rate. A total of 90 students were enrolled in at least one AP course.	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%
4	Priority 4: Pupil Achievement College and Career Readiness	On the 2019 Dashboard, 43.4% of GUSD students were Prepared for college or career.	The CCI (Career and College Indicator) metric is not currently available from the state of	50% or more of students will be Prepared for college or career.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>California. Local data indicate that among the components of CCI:</p> <ul style="list-style-type: none"> 4.1% of students passed 2 or more AP exams 12.6% have completed a pathway 	
4	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%.	76.92% met or exceeded CAASPP ELA (59.24 at state) 40.16% met or exceeded CAASPP math (34.36 at state)	GUSD 11th graders will score above the state baseline average in both ELA and math and maintain this, at 58% and 33% levels.
4	Priority 4: Pupil Achievement A-G Completion	Pre-COVID for 2019-20, 42.6% and for 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.	CDE data state in 20-21 30.3 percent completed A through G requirements, while local data indicate via Aeries that 36.8% completed in 20-21, indicating an area for exploration on the discrepancy.	45% of students will complete A-G requirements for college by the end of 12th grade.
8	Priority 4/8: Pupil Achievement/Other Pupil Outcomes Early Literacy Students reading at grade level by end of year.	<p>In 2020-21 Students reading at grade level based on I-Ready diagnostic were:</p> <ul style="list-style-type: none"> 64% of Grade 1 58% of Grade 2 56% of Grade 3 	<p>Students indicated in I-Ready to be on grade level in their reading with their most recent diagnostics were:</p> <ul style="list-style-type: none"> 1% of Grade 1 27% of Grade 2 47% of Grade 3 <p>These rates need to be viewed in light of the comparison of students mid-year versus the baseline data which are taken from end of year results.</p>	Literacy rates of primary grade students reading at grade level will increase to 70% for each grade level 1-3.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	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 least one pathway course during 2020-21, representing 51.3% of students enrolled in at least one pathway class.	A total of 30 completions were reported in CALPADS for 20-21 with 374 students enrolled in pathway classes. The overall completion rate for 20-21 was 8%.	15% of students will complete a pathway.
4	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-G and pathways in the 2020-21 cohort, representing 1.4% of students in the cohort (141 seniors).	10% of students will complete both A to G and pathway certification.
4	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: 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: All students 37.8/24.1 ELs 0/0 Low Income 50/19.2 Disabilities 9.1/0</p> <p>EAP readiness represents students scoring a 3 or 4 on</p>	<p>2020-21 EAP ELA and Math readiness the following: All students 27.6/10.2 ELs 0/0 Low Income 26.1/9.3 Disabilities 10/0</p> <p>Students at Conditionally Ready were: All students 40.8/24.5 ELs 16.7/0 Low Income 38.7/23.4 Disabilities 20/0</p> <p>EAP readiness represents students scoring a 3 or 4 on their CAASPP assessments. Results are from testing data imported to Illuminate.</p>	College Readiness as measured by the EAP will increase in each group and on each assessment by 10% from the starting baseline.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		their CAASPP assessments. Results are from Aeries Analytics Dashboard.		
5	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 rate shows as zero in CALPADS for 20-21. High school cohort dropout rate was 6.1%. Data are taken from CALPADS reports 15.1 and 8.1b.	Maintain a middle school dropout rate under 1%. Maintain a high school cohort dropout rate of 5% or less.
5	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 report.	Reach and maintain cohort graduation rate of 92%
7	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 the current year, 62.8% of 9th graders have been enrolled in either IM 1 or IM2 at the high school level.	Reach and maintain 70% of 9th graders being eligible and enrolling in IM 1 or IM2.
7	Priority 7: Course Access Programs and services for Unduplicated Pupils and Students with Exceptional Needs	In the general population for 20-21, 72.6% are low income, 11.8% are students with disabilities, 3.7% are English learners, 40.7% are either EL or reclassified EL. 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.	In the general population for 21-22, 66% are low income, 13.1% are students with disabilities, 5.4% are English learners, 40.2% are either EL or reclassified EL. In the 2021-22 school year, 402 students were enrolled in at least one CTE pathway class during the year, or 63% of students. Of those, 77.9% were low income, 7.8% were students with disabilities, 4.2% were English learners, and 36.6% were either EL or reclassified ELs.	Representation of students in CTE courses should mirror overall school demographics at +/- 2 percentage points. In AP and Honors courses, representation shall be within 5 percentage points of the overall school demographic.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		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.	In the 21-22 school year, 118 students were enrolled in one or more AP or honors classes, or 18.4% of the students. Of those, 84.8% were low income, 0 were students with disabilities, 0% were English learners, 31.4% were ELs or reclassified ELs.	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Support CTE Health Pathway Maintain support for CTE Health Sciences Pathway.	Ongoing	Yes	LCFF 77996	LCFF 10000	\$87,996.00	\$35,301
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.	Ongoing	Yes		LCFF 20000	\$20,000.00	0
2.3	Intervention and Lower Class Size Provide remedial literacy and math support at high school level (0.6 FTE GHS and Esperanza) and Sycamore, including through lower class sizes in ELA and Math for Sycamore (2.4 FTE). Provide intervention	Ongoing	Yes	LCFF 677031		\$677,031.00	\$373,301

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	teachers for Wilson (1.0) and McKinley (1.3) and lower McKinley class size (0.4 FTE).						
2.4	Support CTE Pathways Support CTE Pathways sustainability and program quality	Ongoing	Yes	LCFF 96701	LCFF 45000	\$141,701.00	\$29,598
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.	Ongoing	Yes		LCFF 10000	\$10,000.00	0
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.	Ongoing	Yes		LCFF 40000	\$40,000.00	\$9,971
2.7	Support AVID Program Continue implementation of AVID at Sycamore to support college readiness skills at the middle school level for underserved populations.	Ongoing	Yes	LCFF 45925	LCFF 12150	\$58,075.00	\$25,511

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Yearly	Yes		LCFF 1000	\$1,000.00	0
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	Ongoing	Yes	LCFF 99581		\$99,581.00	\$45,510
2.10	Spanish Electives for Sycamore Support two periods of Spanish at Sycamore, including one targeted to native speakers.	Ongoing	Yes	LCFF 34762		\$34,762.00	\$12,119
2.11	Add additional sections of Spanish at GHS Provide an additional 1.0 FTE Spanish teacher to increase schedule flexibility and course offerings.	Ongoing	Yes	LCFF 83119		\$83,119.00	\$51,027
2.12	Literacy Support Support materials to promote literacy among students through increasing holdings in	Ongoing	Yes		LCFF 17000	\$17,000.00	\$493

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	school libraries and/or take-home book programs at early grades.						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Priority 1: Basic Appropriate Teacher Assignment	100% of teachers are fully and appropriately credentialed as certified by the HR office.	100% of teachers are appropriately credentialed for their assignments through course matter preparation,	Maintain 100% fully credentialed and assigned teachers.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			equivalency tests, or through local board authorization.	
1	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.	As certified at the October board meeting by board resolution, all students have access to the materials of instruction in sufficient quantity.	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.
2	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 common response being in "Initial Implementation". In social studies, staff rated 2.85/5 with the most common response of "full implementation".	The Common Core Implementation Survey has not yet been administered in the district as this is a late spring item.	Raise all averages to the next whole integer from the baseline.
2	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	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	Designated ELD periods are maintained at the middle and high school and the K-8 curriculum adopted includes embedded components for both designated and integrated ELD supports. Students in grades 6-12 are still required to maintain	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	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	knowledge and English language proficiency.	of their ELA curriculum, and all adopted K-8 ELA curriculum contains specified EL components.	an ELD period unless exempted through parental waiver.	
3	Priority 3: Parental Involvement	In 20-21, minimal parent meetings were held, consisting of almost all virtual school site councils and ELAC DELAC.	ELAC and DELAC meetings have not yet commenced for the year as of the mid-point of the school year in December/January. In-person ELAC/DELACs are scheduled monthly from February through the end of the school year.	Show increased total numbers of parent attendance or participation at each site's back to school 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.
4	Priority 4: Pupil Achievement Language Proficiency	Reclassification rate at the 19-20 school year was 16.1% according to DataQuest.	The 20-21 reclassification rate was 9.8% according to DataQuest, consistent with lack of available spring 2020 ELPAC tests to reclassify students. At the time of COVID shutdown in spring of 2020, only Wilson Elementary students had completed their ELPAC testing.	Maintain reclassification rate of 17% average over three years.
4	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.	The progress metric has been suspended by the state and is not available.	Maintain "High" or "Very High" EL progress on the dashboard.
4	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 for 20-21 records 59 of the district's English Learners as Long-Term English Learners and 67 "at risk" of becoming LTEL, corresponding to 21% and 23.4% of the ELs in the district. This increase is	Reduce LTEL to 2% or lower.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	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>consistent with lack of spring 2020 ELPACs usable to reclassify students in 20-21.</p> <p>2021 CAASPP for students in grades 3-5 in ELA averaged 32 points below standard. ELs 75 below Low income 37 below Students with Disabilities 115 below</p> <p>Local I-Ready diagnostics in the middle of the 21-22 year 2021 show 32% of students reading at or above grade level, 40% at risk, and 27% in need of intervention. These numbers do reflect measurement against the grade level standard, and do not take into account midyear progress.</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.
4	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 Students with Disabilities 80.8 below</p> <p>Local I-Ready diagnostics in spring of 2021 show 47% of students in math at or above grade level, 40% at risk, and 13% in need of intervention.</p>	<p>2021 CAASPP for students in grades 3-5 was 29 points below standard in Math. ELs 63 below Low income 34 below Students with Disabilities 83 below</p> <p>Local I-Ready diagnostics in the middle of the 21-22 year show 20% of students in math at or above grade level, 53% at risk, and 27% in need of intervention. These numbers do reflect measurement against the</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	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			grade level standard, and do not take into account midyear progress.	
4	Priority 4: Pupil Achievement CAASPP	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	2021 CAASPP for students in grades 6-8 in ELA averaged 9 points below standard. ELs 96 below Low income 13 below Students with Disabilities 106 below	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.
4	Priority 4: Pupil Achievement CAASPP	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	2021 CAASPP for students in grades 6-8 was 64 points below standard in Math. ELs 125 below Low income 69 below Students with Disabilities 106 below	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.
4	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.	4% of first graders were reading at grade level at the middle of 2021-22 based on I-Ready data, 89% were at risk, and 7% in need of intervention - but the numbers represent measurement meant to be taken at the end of the year.	70% of exiting fist graders will be reading on grade level based on I-Ready or another commonly administered diagnostic/benchmark.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Professional Learning Communities Collaboration All school sites will complete or revisit work done to identify essential	Ongoing	Yes	LCFF 88241		\$88,241.00	0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	standards and develop common assessments through collaboration within and between school sites. Faculty will revisit norms and expectations of PLC work with their site administrators and receive additional support in PLC methods from the district. 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. Faculty will be supported in this through release time, summer collaboration opportunities, and technological tools and additional training.						
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.	Ongoing	Yes		LCFF 146550	\$146,550.00	\$13,262

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.		Yes	LCFF 380752		\$380,752.00	\$172,789
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.	Ongoing	Yes		LCFF 77169	\$77,169.00	\$5,615
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	Ongoing	Yes		LCFF 50000	\$50,000.00	\$31,057

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	for those subpopulations as well as all students.								
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.	Ongoing	Yes	LCFF	353088	LCFF	1000	\$354,088.00	\$176,962
3.8	District Coordination of Programs Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration. 1.0 FTE District level Teacher on Special Assignment and 1.0 FTE District level Special Projects/Curriculum Administrator.	Ongoing	Yes	LCFF	247606	LCFF	6000	\$253,606.00	\$143,671
3.9	Technology Hardware and Software Support Ensure student and teacher access to emerging technologies for instruction and learning in both hardware and software.	Ongoing	Yes			LCFF	488477	\$488,477.00	\$161,541
3.10	Arts Support Provide enrichment opportunities specific to	Ongoing	Yes			LCFF	20000	\$20,000.00	0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	musical and performing as well as visual arts.						
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.	Ongoing	Yes	LCFF 34812		\$34,812.00	\$18,122
3.12	Core Subjects Enrichment Support Provide enrichment and supplemental materials and opportunities for students across all grade levels in all subject areas.	Ongoing	Yes		LCFF 183487	\$183,487.00	\$44,030
3.13	Additional ELD Period (GHS) Add .2 FTE (one additional period) to GHS ELD beyond what is already budgeted for.	Ongoing	Yes	LCFF 18909		\$18,909.00	\$8,560
3.14	Credential Monitoring Monitor appropriate credentialing and assignments for all teachers. Existing district personnel will monitor correct and appropriate	Ongoing	No				0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	placement of all teaching staff within the district.						