LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gravenstein Union School District

CDS Code: 49707140000000

School Year: 2024-25

LEA contact information:
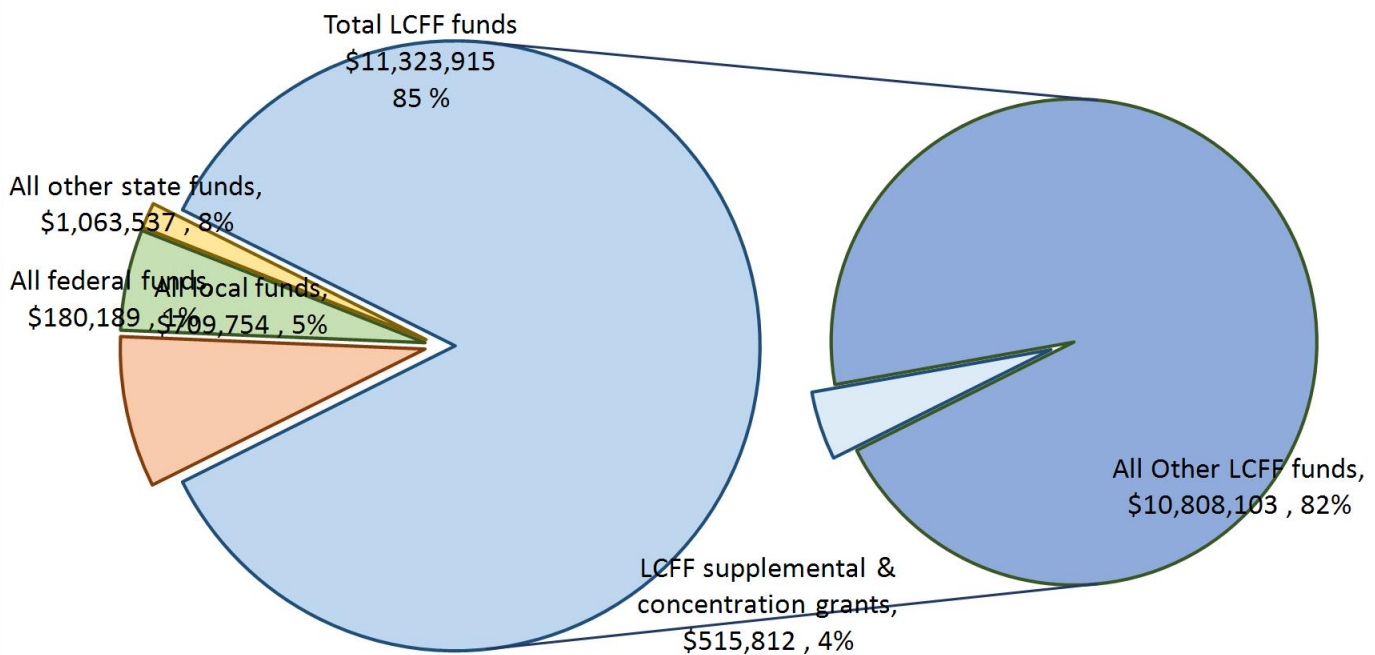
Keri Pugno

Superintendent

kpugno@gusdschool.org

707-823-7008

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$11,323,915
85 %

All other state funds,
$1,063,537 , 8%

All federal funds,
$180,189 , 1%

All local funds,
$709,754 , 5%

LCFF supplemental &
concentration grants,
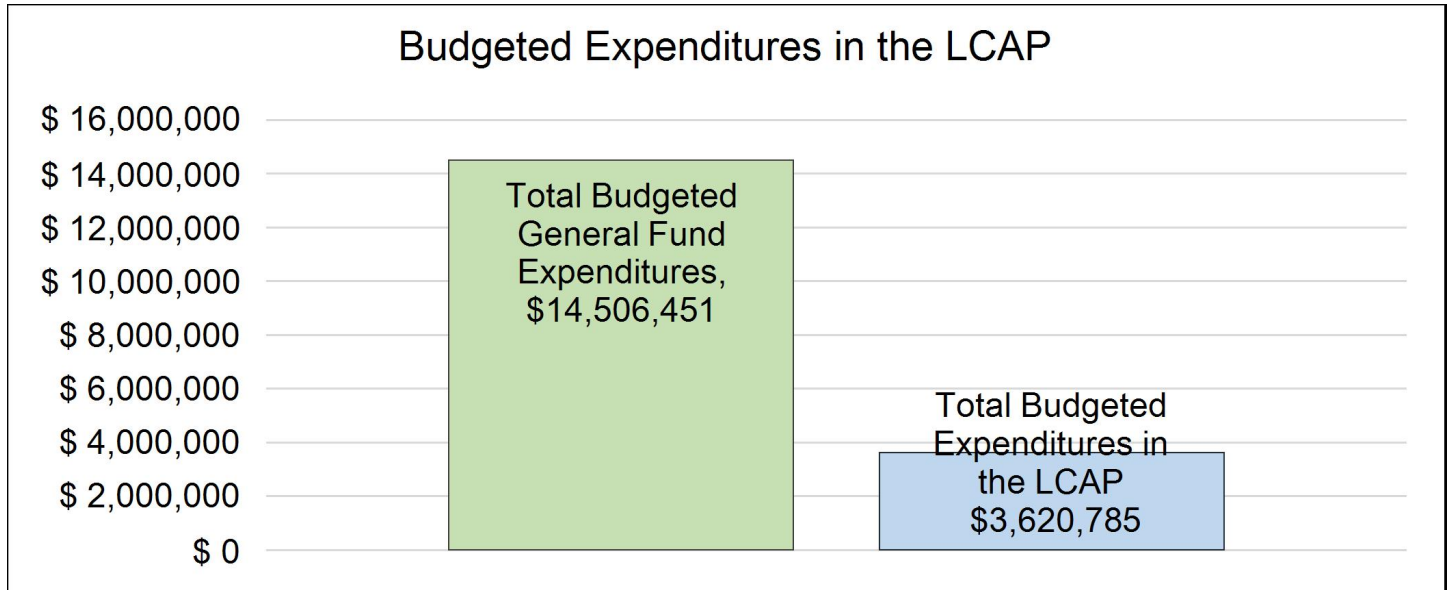$515,812 , 4%

All Other LCFF funds,
$10,808,103 , 82%

This chart shows the total general purpose revenue Gravenstein Union 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 Gravenstein Union School District is $13,277,395, of which $11,323,915 is Local Control Funding Formula (LCFF), $1,063,537 is other state funds, $709,754 is local funds, and $180,189 is federal funds. Of the $11,323,915 in LCFF Funds, $515,812 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.

Budgeted Expenditures in the LCAP

$ 16,000,000	
$ 14,000,000	Total Budgeted General Fund Expenditures, $14,506,451
$ 12,000,000	
$ 10,000,000	
$ 8,000,000	
$ 6,000,000	
$ 4,000,000	Total Budgeted Expenditures in the LCAP $3,620,785
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Gravenstein Union School District plans to spend for 2024-25. 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: Gravenstein Union School District plans to spend $14,506,451 for the 2024-25 school year. Of that amount, $3,620,785 is tied to actions/services in the LCAP and $11,370,391 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
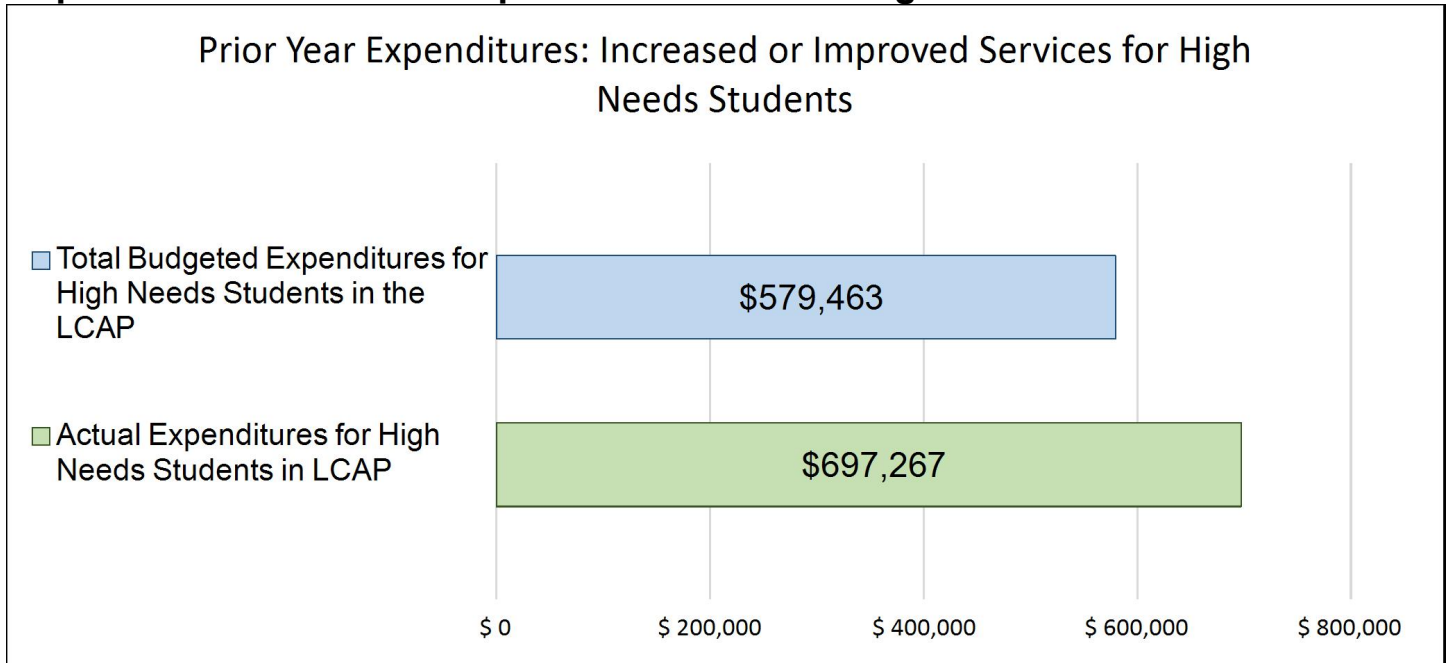
Staff salaries and benefits would comprise the majority of this amount.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Gravenstein Union School District is projecting it will receive $515,812 based on the enrollment of foster youth, English learner, and low-income students. Gravenstein Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gravenstein Union School District plans to spend $937,532 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$579,463
☐ Actual Expenditures for High Needs Students in LCAP	$697,267

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000

This chart compares what Gravenstein Union 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 Gravenstein Union 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 2023-24, Gravenstein Union School District's LCAP budgeted $579,463 for planned actions to increase or improve services for high needs students. Gravenstein Union School District actually spent $697,267 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gravenstein Union School District	Keri Pugno Superintendent	kpugno@gusdschools.org 707-823-7008

Goals and Actions

Goal

Goal #	Description
1	Students in every cohort demographic group will show at least a 5% improvement in academic achievement in all ELA and Math subject area CAASPP and/or local assessment scores each year, and, upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students will increase at least 5% annually. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP (2018/19) Scores/dashboard color (State Priorities Focus: 2, 4, 8)	School-wide: Gravenstein Elementary (Grades 3-5) 80% met or exceeded standards 20% nearly met or not met Dashboard Color: Blue Hispanic: 68% met or exceeded standards 32% nearly met or not met EL: 52% met or exceeded standards 48% nearly met or not met	18/19 School-wide: Gravenstein Elementary (Grades 3-5) 80% met or exceeded standards 20% nearly met or not met Dashboard Color: Blue Hispanic: 68% met or exceeded standards 32% nearly met or not met EL: 52% met or exceeded standards 48% nearly met or not met	21/22 ELA CAASPP Gravenstein Elementary (Grades 3-5) 68.5% met or exceeded standards 31.5% nearly met or not met Dashboard Rating: High Hispanic: 57% met or exceeded standards 43% nearly met or not met High EL: Fewer than 11 students tested, data not reported n/a	22/23 ELA CAASPP Gravenstein Elementary (Grades 3-5) 71% met or exceeded standards 29% nearly or not met Dashboard Rating: Blue Hispanic: 57% met or exceeded standards 43% nearly met or not met Green EL: Fewer than 11 students tested, data not reported n/a	School-wide: Gravenstein Elementary (Grades 3-5) 92.6% will meet or exceed standards 7.4% nearly meet or do not meet Dashboard Rating: Very High Hispanic: 78.7% will meet or exceed standards 21.3% will nearly meet or not meet standards EL: 60.2% will meet or exceed standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RSP: 37% met or exceeded standards 63% nearly met or not met Title I: 70% met or exceeded standards 30% nearly met or not met	RSP: 37% met or exceeded standards 63% nearly met or not met Title I: 70% met or exceeded standards 30% nearly met or not met 21/22 CAASPP data is expected to be available in July of 2022	RSP: 25% met or exceeded standards 75% nearly met or not met Low Title I: 59% met or exceeded standards 41% nearly met or not met High 22/23 CAASPP data is expected to be available in July of 2022	RSP: 42% met or exceeded standards 58% nearly met or not met Yellow Title I: 60% met or exceeded standards 40% nearly met or not met Green	39.8% will nearly meet or not meet standards RSP: 42.8% will meet or exceed standards 57.2% will nearly meet or not meet standards Title I: 81.0% will meet or exceed standards 19.0% will nearly meet or not meet standards
Mathematics CAASPP (2018/19) Scores/dashboard color (State Priorities Focus: 2, 4, 8)	School-wide: Gravenstein Elementary (Grades 3-5) 76% met or exceeded standards 24% nearly met or not met Dashboard Color: Blue Hispanic: 62% met or exceeded standards 38% nearly met or not met	18/19 School-wide: Gravenstein Elementary (Grades 3-5) 76% met or exceeded standards 24% nearly met or not met Dashboard Color: Blue Hispanic: 62% met or exceeded standards 38% nearly met or not met	21/22 Mathematics CAASPP Gravenstein Elementary (Grades 3-5) 66.7% met or exceeded standards 33.3% nearly met or not met Dashboard Rating: High Hispanic: 48% met or exceeded standards 52% nearly met or not met	22/23 Mathematics CAASPP Gravenstein Elementary (Grades 3-5) 65.8% met or exceeded standards 34.2% nearly met or not met Dashboard Rating: Green Hispanic: 42% met or exceeded standards 58% nearly met or not met	School-wide: Gravenstein Elementary (Grades 3-5) 88.0% will meet or exceed standards 12.0% nearly meet or do not meet Dashboard Rating: Very High Hispanic: 71.8% will meet or exceed standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 43% met or exceeded standards 57% nearly met or not met RSP: 38% met or exceeded standards 62% nearly met or not met Title I: 69% met or exceeded standards 31% nearly met or not met	EL: 43% met or exceeded standards 57% nearly met or not met RSP: 38% met or exceeded standards 62% nearly met or not met Title I: 69% met or exceeded standards 31% nearly met or not met 21/22 CAASPP data is expected to be available in July of 2022	Medium EL: Fewer than 11 students tested, data not reported n/a RSP: 21% met or exceeded standards 79% nearly met or not met Low Title I: 54% met or exceeded standards 46% nearly met or not met High 22/23 CAASPP data is expected to be available in July of 2022	Green EL: Fewer than 11 students tested, data not reported n/a RSP: 42% met or exceeded standards 58% nearly met or not met Orange Title I: 45% met or exceeded standards 55% nearly met or not met Yellow	28.2% will nearly meet or not meet standards EL: 49.8% will meet or exceed standards 50.2% will nearly meet or not meet standards RSP: 44.0% will meet or exceed standards 56.0% will nearly meet or not meet standards Title I: 79.8% will meet or exceed standards 20.2% will nearly meet or not meet standards
ELA: Open Court (Spring 2021) (State Priorities Focus: 2, 4, 8)	School-wide: Gravenstein Elementary, Spring 2021 (Grades TK-5) 76% met or exceeded standards 24% nearly met or not met	School-wide: Gravenstein Elementary, Spring 2022 (Grades TK-5) 71% met or exceeded standards 29% nearly met or not met	ELA CAASPP Interim School-wide: Gravenstein Elementary, Spring 2023 (Grades 3-5) 47% met or exceeded standards	IXL Interim School-wide: Gravenstein Elementary, January 2024 (Grades 3-5) 63% met or exceeded standards	School-wide: Gravenstein Elementary (Grades TK-5) 88.0% will meet or exceed standards 12.0% nearly meet or do not meet

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic: 64% met or exceeded standards 36% nearly met or not met EL: 58% met or exceeded standards 42% nearly met or not met RSP: 45% met or exceeded standards 55% nearly met or not met Title I: 62% met or exceeded standards 38% nearly met or not met	Hispanic: 55% met or exceeded standards 45% nearly met or not met EL: 24% met or exceeded standards 76% nearly met or not met RSP: 33% met or exceeded standards 67% nearly met or not met Title I: 61% met or exceeded standards 39% nearly met or not met	53% nearly met or not met Hispanic: 31% met or exceeded standards 69% nearly met or not met EL: Fewer than 10 results RSP: 54% met or exceeded standards 46% nearly met or not met Title I: 37% met or exceeded standards 63% nearly met or not met	37% nearly met or not met Hispanic: 37% met or exceeded standards 63% nearly met or not met EL: Fewer than 10 results RSP: 32% met or exceeded standards 68% nearly met or not met Title I: 67% met or exceeded standards 33% nearly met or not met	Hispanic: 74.1% will meet or exceed standards 25.9% will nearly meet or not meet standards EL: 67.1% will meet or exceed standards 32.9% will nearly meet or not meet standards RSP: 52.1% will meet or exceed standards 47.9% will nearly meet or not meet standards Title I: 71.8% will meet or exceed standards 29.2% will nearly meet or not meet standards
Mathematics: GO Math! (Spring 2021)(State Priorities Focus: 2, 4, 8)	School-wide: Gravenstein Elementary, Spring 2021 (Grades TK-5)	School-wide: Gravenstein Elementary, Spring 2022 (Grades TK-5)	Mathematics CAASPP Interim School-wide: Gravenstein	IXL Interim School-wide: Gravenstein Elementary, January 2024 (Grades 3-5)	School-wide: Gravenstein Elementary (Grades TK-5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	82% met or exceeded standards 18% nearly met or not met Hispanic: 73% met or exceeded standards 27% nearly met or not met EL: 65% met or exceeded standards 35% nearly met or not met RSP: 57% met or exceeded standards 43% nearly met or not met Title I: 68% met or exceeded standards 32% nearly met or not met	80% met or exceeded standards 20% nearly met or not met Hispanic: 69% met or exceeded standards 31% nearly met or not met EL: 46% met or exceeded standards 47% nearly met or not met RSP: 53% met or exceeded standards 47% nearly met or not met Title I: 72% met or exceeded standards 28% nearly met or not met	Elementary, Spring 2023 (Grades 3-5) 57% met or exceeded standards 43% nearly met or not met Hispanic: 50% met or exceeded standards 50% nearly met or not met EL: Fewer than 10 results RSP: 44% met or exceeded standards 56% nearly met or not met Title I: 42% met or exceeded standards 58% nearly met or not met	63% met or exceeded standards 37% nearly met or not met Hispanic: 32% met or exceeded standards 68% nearly met or not met EL: Fewer than 10 results RSP: 45% met or exceeded standards 55% nearly met or not met Title I: 60% met or exceeded standards 40% nearly met or not met	94.9% will meet or exceed standards 5.1% nearly meet or do not meet Hispanic: 84.5% will meet or exceed standards 15.5% will nearly meet or not meet standards EL: 75.2% will meet or exceed standards 24.8% will nearly meet or not meet standards RSP: 66.0% will meet or exceed standards 34.0% will nearly meet or not meet standards Title I: 78.7% will meet or exceed standards 21.3% will nearly meet or not meet standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP (2018/19) Scores/dashboard color (State Priorities Focus: 2, 4, 8)	School-wide: Hillcrest Middle 68% met or exceeded standards 32% nearly met or not met Dashboard Color: Green Hispanic: 59% met or exceeded standards 41% nearly met or not met RSP: 12% met or exceeded standards 88% nearly met or not met Title I: 56% met or exceeded standards 44% nearly met or not met	18/19 School-wide: Hillcrest Middle 68% met or exceeded standards 32% nearly met or not met Dashboard Color: Green Hispanic: 59% met or exceeded standards 41% nearly met or not met RSP: 12% met or exceeded standards 88% nearly met or not met Title I: 56% met or exceeded standards 44% nearly met or not met 21/22 CAASPP data is expected to be available in July of 2022	21/22 ELA CAASPP Hillcrest Middle 68.9% met or exceeded standards 31.1% nearly met or not met Dashboard Rating: Very High Hispanic: 52% met or exceeded standards 48% nearly met or not met High EL: Fewer than 11 students tested, data not reported n/a RSP: 15% met or exceeded standards 85% nearly met or not met n/a Title I: 55% met or exceeded standards 45% nearly met or not met High 22/23 CAASPP data is expected to be	22/23 ELA CAASPP Hillcrest Middle 63.5% met or exceeded standards 36.5% nearly met or not met Dashboard Rating: Green Hispanic: 53% met or exceeded standards 47% nearly met or not met Yellow EL: Fewer than 11 students tested, data not reported n/a RSP: 15% met or exceeded standards 85% nearly met or not met n/a Title I: 50% met or exceeded standards 50% nearly met or not met Yellow	School-wide: Hillcrest Middle (Grades 6-8) 78.7% will meet or exceed standards 21.3% nearly meet or do not meet Dashboard Rating: Very High Hispanic: 68.3% will meet or exceed standards 31.7% will nearly meet or not meet standards RSP: 14.0% will meet or exceed standards 68.0% will nearly meet or not meet standards Title I: 64.8% will meet or exceed standards 35.2% will nearly meet or not meet standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			available in July of 2022		
Mathematics CAASPP (2018/19) Scores/dashboard color (State Priorities Focus: 2, 4, 8)	School-wide: Hillcrest Middle 53% met or exceeded standards 47% nearly met or not met Dashboard Color: Green Hispanic: 46% met or exceeded standards 54% nearly met or not met RSP: 6% met or exceeded standards 94% nearly met or not met Title I: 29% met or exceeded standards 71% nearly met or not met	18/19 School-wide: Hillcrest Middle 53% met or exceeded standards 47% nearly met or not met Dashboard Color: Green Hispanic: 46% met or exceeded standards 54% nearly met or not met RSP: 6% met or exceeded standards 94% nearly met or not met Title I: 29% met or exceeded standards 71% nearly met or not met 21/22 CAASPP data is expected to be available in July of 2022	21/22 Mathematics CAASPP Hillcrest Middle 53% met or exceeded standards 47% nearly met or not met Dashboard Rating: High Hispanic: 47% met or exceeded standards 53% nearly met or not met Medium EL: Fewer than 11 students tested, data not reported n/a RSP: 7% met or exceeded standards 93 nearly met or not met n/a Title I: 41% met or exceeded standards	22/23 Mathematics CAASPP Hillcrest Middle 53% met or exceeded standards 47% nearly met or not met Dashboard Rating: Yellow Hispanic: 40% met or exceeded standards 60% nearly met or not met Orange EL: Fewer than 11 students tested, data not reported n/a RSP: 19% met or exceeded standards 81% nearly met or not met n/a Title I: 47% met or exceeded standards	School-wide: Hillcrest Middle (Grades 6-8) 78.7% will meet or exceed standards 21.3% nearly meet or do not meet Dashboard Rating: Very High Hispanic: 68.3% will meet or exceed standards 31.7% will nearly meet or not meet standards RSP: 14.0% will meet or exceed standards 68.0% will nearly meet or not meet standards Title I: 64.8 will meet or exceed standards 35.2% will nearly meet or not meet standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			59% nearly met or not met High 22/23 CAASPP data is expected to be available in July of 2022	53% nearly met or not met Green	
ELA: Local Assessment (Spring 2021) (State Priorities Focus: 2, 4, 8) Spring 2022 - Local Assessment	School-wide: Hillcrest Middle, Spring 2021 (IXL) 67% met or exceeded standards 33% nearly met or not met Hispanic: 59% met or exceeded standards 41% nearly met or not met EL: 25% met or exceeded standards 75% nearly met or not met RSP: 20% met or exceeded standards 80% nearly met or not met	School-wide: Hillcrest Middle, Spring 2022 (CAASPP Interim Assessment) 43% met or exceeded standards 57% nearly met or not met Hispanic: 51% met or exceeded standards 49% nearly met or not met EL: 14% met or exceeded standards 86% nearly met or not met RSP: 13% met or exceeded standards 87% nearly met or not met	School-wide: Hillcrest Middle, Spring 2023 (CAASPP ELA Interim Assessment) 39% met or exceeded standards 61% nearly met or not met Hispanic: 41% met or exceeded standards 59% nearly met or not met EL: Fewer than 11 students tested, data not reported RSP: Fewer than 11 students tested, data not reported Title I: 42% met or exceeded standards	School-wide: Hillcrest Middle, Spring 2024 (IXL) 56% met or exceeded standards 34% nearly met or not met Hispanic: 35% met or exceeded standards 65% nearly met or not met EL: __% met or exceeded standards __% nearly met or not met RSP: 26% met or exceeded standards 74% nearly met or not met	School-wide: Hillcrest Middle (Grades 6-8) 77.6% will meet or exceed standards 22.4% nearly meet or do not meet Hispanic: 68.3% will meet or exceed standards 31.7% will nearly meet or not meet standards EL: 28.9% will meet or exceed standards 71.1% will nearly meet or not meet standards RSP: 23.2% will meet or exceed standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Title I: 54% met or exceeded standards 46% nearly met or not met	Title I: 31% met or exceeded standards 69% nearly met or not met	58% nearly met or not met	Title I: 44% met or exceeded standards 56% nearly met or not met	76.8% will nearly meet or not meet standards Title I: 62.5% will meet or exceed standards 37.5% will nearly meet or not meet standards
Mathematics: Local Assessment (Spring 2021) (State Priorities Focus: 2, 4, 8) Spring 2022 - Local Assessment	School-wide: Hillcrest Middle, Spring 2021 (IXL) 62% met or exceeded standards 38% nearly met or not met Hispanic: 56% met or exceeded standards 44% nearly met or not met EL: 50% met or exceeded standards 50% nearly met or not met RSP: 21% met or exceeded standards 79% nearly met or not met	School-wide: Hillcrest Middle, Spring 2022 (CAASPP Interim Assessment) 34% met or exceeded standards 66% nearly met or not met Hispanic: 46% met or exceeded standards 54% nearly met or not met EL: 0% met or exceeded standards 100% nearly met or not met RSP: 10% met or exceeded standards	School-wide: Hillcrest Middle, Spring 2023 (CAASPP Math Interim Assessment) 45% met or exceeded standards 55% nearly met or not met Hispanic: 23% met or exceeded standards 77% nearly met or not met EL: Fewer than 11 students tested, data not reported RSP: Fewer than 11 students tested, data not reported	School-wide: Hillcrest Middle, Spring 2024 (IXL) 35% met or exceeded standards 65% nearly met or not met Hispanic: 28% met or exceeded standards 72% nearly met or not met EL: __% met or exceeded standards __% nearly met or not met RSP: 14% met or exceeded standards 86% nearly met or not met	School-wide: Hillcrest Middle (Grades 6-8) 71.8% will meet or exceed standards 28.2% nearly meet or do not meet Hispanic: 64.8% will meet or exceed standards 35.2% will nearly meet or not meet standards EL: 57.9% will meet or exceed standards 42.1% will nearly meet or not meet standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Title I: 45% met or exceeded standards 55% nearly met or not met	90% nearly met or not met Title I: 22% met or exceeded standards 78% nearly met or not met	Title I: 29% met or exceeded standards 71% nearly met or not met	Title I: 17% met or exceeded standards 83% nearly met or not met	RSP: 24.3% will meet or exceed standards 75.7% will nearly meet or not meet standards Title I: 52.1% will meet or exceed standards 47.9% will nearly meet or not meet standards
Properly Credentialed Teachers (State Priorities Focus: 1)	0% Teacher Misassignments pursuant to 2020-2021 SARC Report	0% Teacher Misassignments pursuant to 2021-2022 SARC Report	0% Teacher Misassignments pursuant to 2022-2023 SARC Report	0% Teacher Misassignments pursuant to 2023-2024 SARC Report	0% Teacher Missagnments pursuant to 2023-2024 SARC Report
Student Access to Instructional Materials (State Priorities Focus: 1)	Zero reports of textbook/materials insufficiency during 2020-2021 Sufficiency of Instructional Materials Public Hearing (October)	Zero reports of textbook/materials insufficiency during 2021-2022 Sufficiency of Instructional Materials Public Hearing (October)	Zero reports of textbook/materials insufficiency during 2022-2023 Sufficiency of Instructional Materials Public Hearing (October)	Zero reports of textbook/materials insufficiency during 2023-2024 Sufficiency of Instructional Materials Public Hearing (October)	Zero reports of textbook/materials insufficiency during 2023-2024 Sufficiency of Instructional Materials Public Hearing
Student Access to Instructional Materials (State Priorities Focus: 1)	Zero Williams Settlement Complaints related to instructional materials insufficiency during 2020-2021 quarterly reports	Zero Williams Settlement Complaints related to instructional materials insufficiency during 2021-2022 quarterly reports	Zero Williams Settlement Complaints related to instructional materials insufficiency during 2022-2023 quarterly reports	Zero Williams Settlement Complaints related to instructional materials insufficiency during 2023-2024	Zero Williams Settlement Complaints related to instructional materials insufficiency during 2023-2024 quarterly reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Access to Instructional Materials (State Priorities Focus: 1)	100% of students were provided their own copy of all Instructional Materials pursuant to the 2020-2021 SARC review	100% of students were provided their own copy of all Instructional Materials pursuant to the 2021-2022 SARC review	100% of students were provided their own copy of all Instructional Materials pursuant to the 2022-2023 SARC review	100% of students were provided their own copy of all Instructional Materials pursuant to the 2023-2024 SARC review	100% of students will be provided their own copy of all Instructional Materials pursuant to the 2023-2024 SARC review
Student Achievement for EL students (State Priorities Focus: 4)	At least 75% of non-RSP EL students will score "Moderately Developed" or above on the annual Summative ELPAC Assessment (2018-2019: 83%)	As of 2/1/22, 84% of all EL students scored "Moderately Developed" or above on the annual Summative ELPAC Assessment	As of 2/1/23, 73% of all EL students scored "Moderately Developed" or above on the annual Summative ELPAC Assessment	73% of all EL students scored "Moderately Developed" or above on the annual Summative ELPAC Assessment	At least 75% of non-RSP EL students will score "Moderately Developed" or above on the annual Summative ELPAC Assessment
Student Achievement for EL students (State Priorities Focus: 4)	For GUSD, upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students for 2018-2019 was 41%	As of 2/1/22, for GUSD, upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students for 2021-2022 was 50%	As of 2/1/23, for GUSD, upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students for 2022-2023 was 54%	For GUSD, upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students for 2023-2024 was 74%	Upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students will be at least 53% for 2023-2024
Access to a Broad Course of Study (State Priorities Focus: 7)	In 2019-2020, 100% of all TK-5 students received instruction in all core subject areas as well as at least 3 enrichment sessions per week	In 2021-2022, 100% of all TK-5 students, including unduplicated students and students with exceptional needs, received instruction in all core subject areas as well as at least 3	In 2022-2023, 100% of all TK-5 students, including unduplicated students and students with exceptional needs, received instruction in all core subject areas as well as at least 3	In 2023-2024, 100% of all TK-5 students, including unduplicated students and students with exceptional needs, received instruction in all core subject areas as well as at least 3	In 2023-2024, 100% of all TK-5 students will receive instruction in all core subject areas as well as at least 3 enrichment sessions per week

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		enrichment sessions per week	enrichment sessions per week	enrichment sessions per week	
Access to a Broad Course of Study (State Priorities Focus: 7)	In 2019-2020, 100% of all 6th-8th grade students were enrolled in all core subject areas as well as at least 2 electives	In 2021-2022, 100% of all 6th-8th grade students, including unduplicated students and students with exceptional needs, were enrolled in all core subject areas as well as at least 2 electives	In 2022-2023, 100% of all 6th-8th grade students, including unduplicated students and students with exceptional needs, were enrolled in all core subject areas as well as at least 2 electives	In 2023-2024, 100% of all 6th-8th grade students, including unduplicated students and students with exceptional needs, were enrolled in all core subject areas as well as at least 2 electives	In 2023-2024, 100% of all 6th-8th grade students will be enrolled in all core subject areas as well as at least 2 electives
Implementation of academic content standards including EL access to CA standards including ELD standards (State Priorities Focus: 2)	100%. All students have access to CCSS including ELD standards	100%. All students have access to CCSS including ELD standards	100%. All students have access to CCSS including ELD standards	100%. All students have access to CCSS including ELD standards	(Maintain). 100% of students will have access to CCSS including EL access to ELD standards

Goal Analysis

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.

Strengths:
The academic performance of GUSD students continues to be a strength of the district. Our Board and staff are pleased to see that campus-wide at each school, our students, on average, are performing 29 to 46 points above grade level on the CAASPP assessments, with the exception of Mathematics testing at Hillcrest Middle School, and 13 to 33 points higher than the state and county averages across all grade levels and in all subject areas on the 22/23 CAASPP assessments. Our parents agree, providing very favorable responses to the academics related questions on our most recent parent surveys:

My child's school promotes academic success for all students - Strongly or Somewhat Agree: 22/23 - 94%, 23/24 - 94%

My child's school encourages me to be an active partner with the school in educating my child - Strongly or Somewhat Agree: 22/23 - 87%, 23/24 - 90%
Teachers keep me informed about how my child is doing academically - 22/23: 89% Strongly or Somewhat Agree, 23/24: 90% Strongly or Somewhat Agree
I am satisfied with my student's academic progress this year - 22/23: 93% Agree, 23/24: 94% Agree

GUSD enrollment for the 23/24 school year was the highest in the history of the district. On the final day of the school year, June 7, 2024, the enrollment for GUSD for 23/24 was 811, marking our third straight year of increased enrollment while the majority of districts across the county and state are experiencing declining enrollment.

As a district, we have identified a "Performance Triangle" to monitor student progress. The triangle is equilateral, with the three sides representing student academics, attendance, and behavior. Goal 1 is focused on the academic side of the triangle, and our desire is to have every student performing at grade level in mathematics and ELA. Our Tier I universal supports have been successful for many of our students. For students that were not at grade level, GUSD identified the individual challenges and barriers that a student is facing and begins to implement strategies from our menu of Tier II options that best address the individual student's needs. As a function of our MTSS, we have worked to strengthen and institutionalize Tier I and Tier II supports designed to build partnerships. This includes a variety of events and activities at the Tier I level to provide universal support for our entire student population as well as a menu of individualized interventions and services at the Tier II level for students below grade level academically. Our teachers, specialized instructional support personnel, principals, and other staff received training and support in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school as we assess and monitor the progress of our students and communicate with and receive feedback from our parents. Our classroom teachers are the first line of support (with translation as needed) for parent education and providers of parent engagement opportunities including but not limited to: Meet-the-Teacher events/Orientation, Back-to-school nights, parent-teacher conferences, classroom volunteer opportunities, driver and chaperone opportunities for field trips, literacy training, technology use, presentations, performances, and school-wide family events. When these events fell in the late afternoon or evening, we offered free child care and/or extended daycare hours to accommodate parents' needs. To further assist these parents, a bilingual assistant helped families at our Meet-the-Teacher events to use multiple computers to navigate and complete our online forms. For any student that was not making expected grade level progress, our Tier II systems were employed and we used our SST/parent meeting protocol: gathered baseline data, formed a support team, met with the parent (and student if appropriate), formulated an action plan with appropriate interventions, assigned a staff case manager to support the student and parents in the implementation of the interventions, warm hand-offs to and ongoing communication with any outside agency with appropriate support services for the student and/or family, gathered progress data, and informed the team of progress. The creation of this case management system is affording us the opportunity to continue to build our menu of interventions and best practices. Additionally, our bi-weekly Leadership Team Meetings are providing a forum to share best practices between both sites as well as giving us a forum to discuss family issues as approximately 35% of our families have students at both of our schools.

There were no substantive differences in planned actions, but there were differences in the actual amount spent on Instructional Materials and Supplies (Action 1.4), Teacher and IA training (Action 1.8), and Parent Engagement (1.9), and those differences will be explained in detail below. For all three of the actions and actual implementation of these actions, GUSD remains on or ahead of our plans, again with the differences noted below. For Teacher and IA training (Action 1.8), and Parent Engagement (1.9) there were conditions the led to a different

implementation of the planned action that differed from the description in the adopted LCAP; the details of those differences is provided below.

Challenges:
As GUSD continues to institutionalize and improve our MTSS, we still have data collection processes that need to be improved and streamlined for more immediate reporting that will support early intervention. One example of this is identifying assessments that can be easily implemented and provide usable data in a short period of time; this is why we switched to publisher's assessment to the CAASPP Interim Assessment and then to IXL as we work to find reliable sources of local assessment data. This is an important challenge for us, particularly with our changing demographics including increases in special education, homeless, and migrant students. Another key challenge for us is increasing parent connections, so we will continue to refine our focused messaging highlighting the support we receive from our Gravenstein Parent Association (GPA) as well as providing information to our families related to events and supports offered by our community partners.

We continue to work on identifying and institutionalizing best practices for the implementation with fidelity of our Tier II interventions. A key aspect of successful Tier II support is family engagement; each support team will face a unique set of challenges and barriers dependent on current circumstances and our staff is building a tool kit of supports to address a variety of needs. Another focus area here is creating connections with our community partners that have the capacity to provide Tier III supports. We are working to build connections that allow for "warm hand-offs," reciprocal release of information agreements, and a system for monitoring fidelity of intervention implementation and progress monitoring.

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 Item 1.4 Instructional Materials/Supplies:
GUSD teachers and administrators actively pursue grant funding opportunities on a regular basis. During the 2023/24 school year, GUSD was awarded more than $150,000 in grants, $75,000 of which permitted uses included the purchase of instructional materials and supplies, which took place during the 23/24 school year. Additionally, our parent association, the Gravenstein Parent Association, allocated $350 per classroom teacher ($16,450) and an additional $30,000 for materials and supplies. So, as a result, we still purchased the planned amount of materials and supplies, but were able to do so without spending the total amount from LCFF funds.

Action Item 1.8 Teacher and Instructional Assistant Training:
Just prior to the start of the school year, we were able to reach an agreement with our classified staff union leadership to add two additional training days to the work calendar of instructional assistants for additional training prior to the beginning of the school year. The training topics included: Diversity, Equity, and Inclusion (provided by a contracted external partner, the Common Ground Society), CPR and First Aid (provided by a contract with a county office provider), Emergency Protocol (Incident Command System training provided by administration and our liability insurance carrier), as well as mandated training modules and new school year topics. As a result, we spent significantly more of staff training than we had originally planned.

Action Item 1.9 Parent Engagement/Communication:
The majority of this planned expenditure was a contract with a public relations firm, Coursey Communications, to evaluate, update, and improve the websites for our district and for each of the schools during the 23/24 school year. Due to the complexity of the process and a maternity leave of one of the staff members from Coursey, we were only able to complete the district website renovations, and will begin the individual school site website work during the summer of 2024. Because the second portion of the work will not be done in the 23/24 fiscal year, we did not pay Coursey Communications the entire amount we had planned to expend during this fiscal year, but will be completing the website upgrades and the planned expenditure during the 24/25 fiscal year.

In conclusion, while there were material differences in the total amount spent for these three action items, there was no difference in the execution of Action Items 1.4 and 1.9, and we increased the actions we were able to take in support of students for Action Item 1.8. GUSD believes that the implementation of these actions was effective and contributed to our ability to maintain progress toward the outcomes for Goal 1.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Tier I Action Items 1-10: Effective:

As we have put together our LCAP, we have done so in a way the supports and reflects our MTSS, including the determination of whether or not the action items in the LCAP are primarily focused on Tier I or Tier II supports and interventions. While we did not see 5% annual growth in academic performance each year for all students, we did meet or exceed our goals on some measures for some of our demographic groups. On the California School Dashboard, GUSD does not have any demographic group rating in the "Red" zone (two are Orange, five are in Yellow, ten are in Green, and three are in Blue). Another important data point that we looked at was the performance level of our students compared with their grade level peers throughout the county and the state. For Goal 1, Action Items 1-10 are all Tier I; these actions are all in support of our base program. We believe that these actions have been effective based on the following:

Our students, on average, are performing 29 to 46 points above grade level on the CAASPP assessments, with the exception of Mathematics testing at Hillcrest Middle School, and 13 to 33 points higher than the state and county averages across all grade levels and in all subject areas on the 22/23 CAASPP assessments. Our parents agree, providing very favorable responses to the academics related questions on our most recent parent surveys:

My child's school promotes academic success for all students - Strongly or Somewhat Agree: 22/23 - 94%, 23/24 - 94%
My child's school encourages me to be an active partner with the school in educating my child - Strongly or Somewhat Agree: 22/23 - 87%, 23/24 - 90%
Teachers keep me informed about how my child is doing academically - 22/23: 89% Strongly or Somewhat Agree, 23/24: 90% Strongly or Somewhat Agree
I am satisfied with my student's academic progress this year - 22/23: 93% Agree, 23/24: 94% Agree

GUSD enrollment for the 23/24 school year was the highest in the history of the district. On the final day of the school year, June 7, 2024, the enrollment for GUSD for 23/24 was 811, marking our third straight year of increased enrollment while the majority of districts across the county and state are experiencing declining enrollment. Additionally, for GUSD, we have many indicators that our current program is providing an excellent educational opportunity for all of our students. Over the last 8 years, an average of 65.7% of our students come from outside of our attendance area. Current GUSD students come from 3 different counties and 24 other school districts. Clearly, families that are shopping for an outstanding educational experience for their children are choosing our schools. GUSD is one of the few districts in Sonoma County and in the state that is growing; we added 5% to our enrollment figures for 23/24 and have added 85 students over the last 6 years (an 11.7% increase).

Tier II Action Items 11-21: Partially Effective:

Action Items 11-21 are all Tier II targeted interventions. These actions allow us to build and maintain a menu of Tier II options that can be implemented based on the individual needs of the student. GUSD will be continuing these action items into our next LCAP as well due to the reasons and data cited above and below. Additionally, even though we did not reach all of our Desired Outcomes (due in part to the impacts of COVID and increasing populations of unduplicated count students) we are seeing academic gains for individual students that are involved with our Tier II interventions. Parent feedback also supports our decision to continue to pursue these Tier II Action Items. The following are individual responses to open-ended questions on our most recent survey (spring 23/24, 40% of families):

"GUSD is great working with my child's academic level and communicating together and working as a team to see growth."

"Yes because you take good care of my kid's special needs and good environment school."

"I have been beyond impressed with the teachers that my child has had. All of them have been like gold and I am so appreciative of the amazing things they have taught my daughter. I also appreciate the support and understanding they have extended during multiple years of disability and transition that our family has gone through. There isn't a safer, more encouraging, or supportive place than the environment the teachers, administration and supportive staff have created at Gravenstein. Inclusivity is top of mind and I really appreciate that our family is accepted the way we are, with all of our disabilities and differences."

"My son is deeply understood by his teacher and we are very grateful for that! We also have a medical issue at home and his teacher's participation and accommodations for our home life are so appreciated."

"Teachers & staff have always been very helpful & kind regarding my kids health needs. Always willing to help when we've reached out to ask they keep an extra eye out for any concerns."

"Thank you to _____ always updating me with _____, and making sure he is at the level he needs to be so he could succeed."

"Almost every time I have raised a question or concern with my kids' teachers, I have gotten a prompt and thoughtful reply. The teachers do truly seem to view parents as part of the team, and it is appreciated."

"I love the academic focus, the small class sizes, additional adults to help support the wonderful teachers to create a positive, academic and supportive environment."

"Ms. _____ and Ms. _____ are great teachers, both of my children are being met at their academic level and enjoy attending school."

"The administration, staff, and teachers are excellent at communicating and responding to my needs as a parent. My students' teachers have most especially been responsive and proactive when it comes to my children's needs."

"Both my children have been able to grow/learn academically. My son struggled a bit in the beginning of the year but now is doing much better thank you to Mrs. _____ and the reading group in the fall."

"I get the feeling that teachers really see who my child is."

"Our school counselors and the program they provide is invaluable. Please continue to promote this program. The more interaction students have with them the better. Not a dollar spent on this is a dollar wasted and it pays dividends. Please expand or provide whatever resources they need to be successful."

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.

Given the very positive current level of student academic performance, enrollment growth, and overwhelmingly positive feedback from our educational partners over the last three years, we are not making any changes made to our planned goal, metrics, or desired outcomes. However, while our overall actions to support student academic progress will remain consistent, we are increasing our early intervention teacher FTE, school psychologist time, and expanding our Tier II partner support by providing the funding to pay for individual and family counseling. These are all increases to our Tier II supports, which, through reflection, even with current data reflecting only partially effective outcome results, will increase the quantity and quality of our Tier II interventions and services, and is designed to support the continued academic growth of our SWD, Title I, Hispanic, and EL students.

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	Students in every grade level cohort demographic group will show at least a one color improvement in chronic absenteeism attendance each year until all are Blue, the district-wide attendance rate will improve by at least 0.5% each year, and the number of students district wide chronically absent will decrease by at least 10% each year, and in person meetings with the parent/guardian of students classified as truant or chronically absent will increase by at least 1% each year. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
18/19 Chronic Absenteeism Dashboard Color (State Priorities Focus: 5, 8)	Gravenstein Elementary: All Students: Orange Hispanic: Orange White: Yellow Two or more races: Orange EL: Orange Title I: Yellow RSP: Yellow Hillcrest Middle: All Students: Red Hispanic: Orange White: Red Title I: Red RSP: Yellow	These 21/22 outcomes have been updated to reflect the data on the California Dashboard: Gravenstein Elementary: • 57 students (11.7%) Dashboard Rating: High • 34 are White (60% of Chronically Absent Total, 60% of the district population is White)	The data below is for the first 120 days of the 22/23 school year (67% of the year): Gravenstein Elementary: • 186 students (37.9%) Dashboard Rating: pending • 115 are White (61.8% of Chronically Absent Total, 59.0% of the district population is White)	These 22/23 outcomes have been updated to reflect the data on the California Dashboard: Gravenstein Elementary: • 114 students (24.5%) Dashboard Rating: Red • 62 are White (54% of Chronically Absent Total, 64% of the district population is White)	Gravenstein Elementary: All Students: Very Low Hispanic: Very Low White: Very Low Two or more races: Very Low EL: Very Low Title I: Very Low RSP: Very Low Hillcrest Middle: All Students: Low Hispanic: Very Low White: Low Title I: Low RSP: Very Low

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dashboard Rating: High • 29 are Title I (51% of Chronically Absent Total, 27% of the district population is Title I) Dashboard Rating: Very High • 15 are RSP (26% of Chronically Absent Total, 9% of the district population is RSP) • 3 are EL (5% of Chronically Absent Total, 5% of the district population is EL) • 15 are Hispanic (26% of	Dashboard Rating: pending • 66 are Title I (35.5% of Chronically Absent Total, 34.6% of the district population is Title I) Dashboard Rating: pending • 19 are RSP (10.2% of Chronically Absent Total, 10.2% of the district population is RSP) • 10 are EL (5.4% of Chronically Absent Total, 4.2% of the district population is EL) • 55 are Hispanic (29.6% of	Dashboard Rating: Red • 49 are Title I (43% of Chronically Absent Total, 26% of the district population is Title I) Dashboard Rating: Red • 17 are RSP (15% of Chronically Absent Total, 8% of the district population is RSP) Dashboard Rating: n/a • 3 are EL (5% of Chronically Absent Total, 5% of the district population is EL) Dashboard Rating: n/a	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Chronically Absent Total, 23% of the district population is Hispanic) Dashboard Rating: High • 7 are Two or more Races (12% of Chronically Absent Total, 12% of the district population is Two or more Races) Dashboard Rating: High Hillcrest Middle: • 53 students (18.2%) Dashboard Rating: High • 36 are White (68% of Chronically Absent Total, 60% of the	Chronically Absent Total, 23.0% of the district population is Hispanic) Dashboard Rating: pending • 22 are Two or more Races (11.8% of Chronically Absent Total, 11.2% of the district population is Two or more Races) Dashboard Rating: pending Hillcrest Middle: • 128 students (45%) Dashboard Rating: pending • 79 are White (62% of Chronically Absent Total, 59.0% of the	• 36 are Hispanic (32% of Chronically Absent Total, 24% of the district population is Hispanic) Dashboard Rating: Red • 15 are Two or more Races (13% of Chronically Absent Total, 14% of the district population is Two or more Races) Dashboard Rating: Red Hillcrest Middle: The current California Dashboard Data for Hillcrest Middle School Chronic Absenteeism is incorrect; it is showing	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		district population is White) Dashboard Rating: Very High • 18 are Title I (34% of Chronically Absent Total, 27% of the district population is Title I) Dashboard Rating: Very High • 3 are RSP (6% of Chronically Absent Total, 9% of the district population is RSP) Dashboard Rating: n/a • 1 is EL (2% of Chronically Absent Total, 5% of the district population is EL)	district population is White) Dashboard Rating: pending • 47 are Title I (26.7% of Chronically Absent Total, 34.6% of the district population is Title I) Dashboard Rating: pending • 17 are RSP (13% of Chronically Absent Total, 10.2% of the district population is RSP) Dashboard Rating: pending • 3 are EL (2% of Chronically Absent Total, 4.2% of the district	a total student population of only 193 students for this category. Staff is in contact with CDE to address this issue.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dashboard Rating: n/a • 7 are Hispanic (13% of Chronically Absent Total, 23% of the district population is Hispanic) Dashboard Rating: High • 7 are Two or more Races (13% of Chronically Absent Total, 12% of the district population is Two or more Races) Dashboard Rating: High	population is EL) Dashboard Rating: n/a • 27 are Hispanic (21% of Chronically Absent Total, 23.0% of the district population is Hispanic) Dashboard Rating: pending • 19 are Two or more Races (14.8% of Chronically Absent Total, 11.2% of the district population is Two or more Races) Dashboard Rating: pending		
District-Wide Attendance Rate (State Priorities Focus: 5, 8)	Three-year district average attendance rate (16/17 - 18/19): 94.5%	21/ 22 Attendance rate:	22/23 Attendance rate (thru 4/21/23):	The district-wide attendance rate for the 23/24 school year is at 94.55%, a 1.45%	2023-24 district attendance rate: 96.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Gravenstein Elementary: 94.96% Hillcrest Middle: 93.52% District: 94.45%	Gravenstein Elementary: 93.1% Hillcrest Middle: 93.0% District: 93.1%	improvement over last year. Our adopted budget included an estimated ADA of 725.69; our current ADA is 765.95. For any student facing barriers to daily attendance, our teachers, support staff, and administrators continue to implement Tier I and Tier II interventions to address and remove challenges.	
Number of Students Chronically Absent (missing 10% or more of instructional minutes) District-Wide (State Priorities Focus: 5, 8)	Three-year average (16/17 - 18/19) number of students Chronically Absent: 37	110 students were chronically absent during the 21/22 school year.	314 students were chronically absent during the 22/23 school year (thru 3/3/23).	2023/24: Gravenstein Elementary: 54 Hillcrest Middle: 72	2023-24 number of students Chronically Absent: 27
Middle School Dropout Rate (State Priorities Focus: 5, 8)	2020-2021 Hillcrest Middle School Dropout Rate: 0%	2021-2022 Hillcrest Middle School Dropout Rate: 0%	2022-2023 Hillcrest Middle School Dropout Rate: 0%	2023-2024 Hillcrest Middle School Dropout Rate: 0%	2023-2024 Hillcrest Middle School Dropout Rate: 0%
Facilities in Good Repair (State Priorities Focus: 1)	100% of all GUSD facilities received a rating of at least "good" on annual Facilities Inspection	100% of all GUSD facilities received a rating of at least "good" on annual Facilities Inspection	94% of all GUSD facilities received a rating of at least "good" on annual Facilities Inspection	94% of all GUSD facilities received a rating of at least "good" on annual Facilities Inspection	100% of all GUSD facilities will receive a rating of at least "good" on annual Facilities Inspection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tool (FIT) Reports (2020-2021)	Tool (FIT) Reports (2021-2022)	Tool (FIT) Reports (2022-2023)	Tool (FIT) Reports (2023-2024)	Tool (FIT) Reports (2023-2024)
Parent Involvement (State Priorities Focus: 3)	GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 90% of students who were deemed either chronically absent or truant in 2019-2020.	GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 68% of students who were deemed either chronically absent or truant in 2021-2022.	GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 47% of students who were deemed either chronically absent or truant in 2022-2023.	GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 82% of students who were deemed either chronically absent or truant in 2023-2024.	GUSD will successfully engage a parent/guardian in an in-person meeting with staff for at least 93% of students who were deemed either chronically absent or truant in 2023-2024
Parent Involvement (State Priorities Focus: 3)	In 2020-2021, GUSD conducted seven parent/guardian participation/feedback activities, including events with specific invitations for parents/guardians of RSP, Title I, and EL students	In 2021-2022, GUSD conducted ten parent/guardian participation/feedback activities, including events with specific invitations for parents/guardians of RSP, Title I, and EL students	In 2022-2023, GUSD conducted ten parent/guardian participation/feedback activities, including events with specific invitations for parents/guardians of RSP, Title I, and EL students	GUSD has conducted nine parent/guardian participation/feedback activities, including events with specific invitations for parents/guardians of RSP, Title I, and EL students	In 2023-2024, GUSD will conduct at least seven parent participation/feedback activities, including events with specific invitations for parents/guardians of RSP, Title I, and EL students

Goal Analysis

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.

As a district, we have identified a "Performance Triangle" to monitor student progress. The triangle is equilateral, with the three sides representing student academics, attendance, and behavior. Goal 2 is focused on the attendance side of the triangle, and our desire is to have every student attending at least 95% of instructional minutes throughout the school year. Our Tier I universal supports have been successful for many of our students. For students whose attendance was below 95% or were chronically absent, GUSD identified the individual challenges and barriers that a student is facing and begins to implement strategies from our menu of Tier II options that best address the individual student's needs. As a function of our MTSS, we have worked to strengthen and institutionalize Tier I and Tier II supports designed to build partnerships. This includes a variety of events and activities at the Tier I level to provide universal support for our

entire student population as well as a menu of individualized interventions and services at the Tier II level for students below the 95% attendance mark. Our teachers, specialized instructional support personnel, principals, and other staff received training and support in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school as we assess and monitor the progress of our students and communicate with and receive feedback from our parents. Our classroom teachers are the first line of support (with translation as needed) for parent education and providers of parent engagement opportunities including but not limited to: Meet-the-Teacher events/Orientation, Back-to-school nights, parent-teacher conferences, classroom volunteer opportunities, driver and chaperone opportunities for field trips, literacy training, technology use, presentations, performances, and school-wide family events. When these events fell in the late afternoon or evening, we offered free child care and/or extended daycare hours to accommodate parents' needs. To further assist these parents, a bilingual assistant helped families at our Meet-the-Teacher events to use multiple computers to navigate and complete our online forms. For any student that is not reaching expected attendance levels, our Tier II systems were employed and we used our SART/parent meeting protocol to gather baseline data, form a support team, met with the parent (and student if appropriate), formulated an action plan with appropriate interventions, assigned a staff case manager to support the student and parents in the implementation of the interventions, warm hand-offs to and ongoing communication with any outside agency with appropriate support services for the student and/or family, gathered progress data, and informed the team of progress. The creation of this case management system is affording us the opportunity to continue to build our menu of interventions and best practices. Additionally, our bi-weekly Leadership Team Meetings are providing a forum to share best practices between both sites as well as giving us a forum to discuss family issues as approximately 35% of our families have students at both of our schools.

Strengths:
We did return to our baseline district-wide attendance of 94.5% for 23/24, reversing the impacts of COVID, and showing a 1.45% increase over 22/23. Additionally, we reduced the number of chronically absent students from 22/23 to 23/24 by 59%. GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 82% of students who were deemed either chronically absent or truant in 2023-2024, a 35% increase over the previous year. With our overall attendance rate increasing and the significant decrease in chronic absenteeism for 23/24, we feel confident that our approach will yield positive results on the Dashboard during the coming three-year LCAP cycle. We are very aware that attendance rates in our county, in the state, and across the country were negatively impacted by COVID, and we will be on the lookout for best practices to incorporate into our MTSS to help support positive attendance. Additionally, for GUSD, we have many indicators that our current program is providing an excellent educational opportunity for all of our students. Over the last 8 years, an average of 65.7% of our students come from outside of our attendance area. Current GUSD students come from 3 different counties and 24 other school districts. Clearly, families that are shopping for an outstanding educational experience for their children are choosing our schools. GUSD is one of the few districts in Sonoma County and in the state that is growing; we added 5% to our enrollment figures for 23/24 and have added 85 students over the last 6 years (an 11.7% increase).

There were no substantive differences in planned actions, but there were material differences in the actual amount spent on Facilities in Good Repair (Action 2.1), and Truancy Prevention Training (2.3), and those differences will be explained in detail below. For both of the actions and actual implementation of these actions, GUSD remains on or ahead of our plans, again with the differences noted below. For 2.1, the time line on a major project has been adjusted into the next fiscal year, and for 2.3, we addressed the training needs with in-house resources rather than paying an outside entity for some of the work; the details of those differences is provided below.

Challenges:
Our baseline data was collected from the 18/19 school year, prior to the interruption of in-person instruction and the chaos created by the COVID Pandemic. This interruption in the development and improvement of our MTSS, as well as the resulting negative impact on student attendance is a major factor to include when assessing the effectiveness or ineffectiveness of our specific actions. We did not see at least a one color improvement in chronic absenteeism attendance each year for all demographic groups. While we did not see an increase in the district-wide attendance rate by at least 0.5% each year, we did see a 1.45% improvement in the final year of this LCAP cycle. Additionally, we did not reduce number of students district wide chronically absent by at least 10% each year from our baseline levels, but did reduce the number from last year by 59%. For the beginning two years of this cycle, in-person meetings with families of students classified as truant or chronically absent did not increase by at least 1% each year; this was impacted by a desire to avoid in person meetings due to COVID precautions, increasing our reliance on direct messaging or phone calls. On the California School Dashboard, all of the GUSD demographic group ratings are currently in the "Red" zone, but with the impacts of COVID fading, we feel confident that we will be moving these ratings out of the red zone during the upcoming LCAP cycle.

We continue to work on identifying and institutionalizing best practices for the implementation with fidelity of our Tier II interventions. A key aspect of successful Tier II support is family engagement; each support team will face a unique set of challenges and barriers dependent on current circumstances and our staff is building a tool kit of supports to address a variety of needs. Another focus area here is creating connections with our community partners that have the capacity to provide Tier III supports. We are working to build connections that allow for "warm hand-offs," reciprocal release of information agreements, and a system for monitoring fidelity of intervention implementation and progress monitoring.

As GUSD continues to institutionalize and improve our MTSS, we still have data collection processes that need to be improved and streamlined for more immediate reporting that will support early intervention. This is an important challenge for us, particularly with our changing demographics including increases in special education, homeless, and migrant students. Another key challenge for us is increasing parent connections, so we will continue to refine our focused messaging highlighting the support we receive from our Gravenstein Parent Association (GPA) as well as providing information to our families related to events and supports offered by our community partners.

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 Item 2.1 Facilities in Good Repair:
Part of schools being in good repair is having adequate food services facilities. Our kitchen on the Hillcrest Middle School campus, as part of our Facilities Master Plan, is in need of significant renovations and upgrades, including the addition of storage space for frozen, refrigerated, and dry goods. Our initial plan was to engage with a project manager and architect during the 23/24 to finalize our plans and open the project to the bidding process, and perform the kitchen upgrade during the summer of 2024. However, due to the uncertainty of employee negotiations with both our classified and certificated work groups, we delayed that process until more information regarding settlements and additional staff costs were available. The result of this delay is that approximately $250,000 in expected fees for project management and

architect plans was not spent in this fiscal year. Those dollars are still available, and will be spent in the 24/25 fiscal year as the project has now been approved by the board and is slated to take place during non-instructional days during the fall and winter of 2024.

Action Item 2.3 Truancy Prevention Training:
Our initial plan was to have clerical and administrative staff visit other school/districts and observe their SART and SARB processes. The money budgeted here was to cover travel and meal costs for staff. However, we identified an-house staff member with truancy prevention expertise, adjusted that person duties, and had that person provide the training to our staff. The reduction in chronic absenteeism and increase in attendance is partially due to the training provided, and the district did not spend $800 for travel and meal costs for this action item.

In conclusion, Action Items 2.1 and 2.3 were executed as planned. GUSD believes that the implementation of these actions was effective and contributed to our ability to maintain progress toward the outcomes for Goal 2.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

As we have put together our LCAP, we have done so in a way the supports and reflects our MTSS, including the determination of whether or not the action items in the LCAP are primarily focused on Tier I or Tier II supports and interventions.

Tier I Action Items 2.1-2.3: Partially Effective
Tier II Action Item 2.4: Partially Effective

For Goal 2, Action Items 1-3 are all Tier I; these actions are all in support of our base program. Action Item 4 represents our Tier II targeted intervention that leads to application of our case management system and the potential application of our entire Tier II menu of options for targeted, individualized supports based on the individual challenges and needs of each student. We believe that these specific actions, 1) creating a safe and inviting campus environment, 2)relying on our primary staff contact, School Secretaries, to communicate with families directly and immediately about attendance standards and issues, 3) truancy prevention training for all staff, and 4) partial salary funding for School Secretaries, Site Principals, our Academic Counselor and our Mental Health Counselor as these are the staff members that will take on lead case management roles, provide direct support to students and families, assure that appropriate Tier II supports are implemented with fidelity, and that baseline and progress data is collected and reported for individual students, have been successful based on the following:

- Our baseline data was collected from the 18/19 school year, prior to the interruption of in-person instruction and the chaos created by the COVID Pandemic. This interruption in the development and improvement of our MTSS, as well as the resulting negative impact on student attendance is a major factor to include when assessing the effectiveness or ineffectiveness of our specific actions.
- We did not see at least a one color improvement in chronic absenteeism attendance each year for all demographic groups. While we did not see an increase in the district-wide attendance rate by at least 0.5% each year, we did return to our baseline district-wide attendance of 94.5% for 23/24, reversing the impacts of COVID.

- Additionally, we did not reduce number of students district wide chronically absent by at least 10% each year from our baseline levels, but we did reduce the number of chronically absent students from 22/23 to 23/24 by more than 60%.
- In person meetings with the parent/guardian of students classified as truant or chronically absent did not increase by at least 1% each year; this was impacted by a desire to avoid in person meetings and also our increased reliance on direct messaging or phone calls.
- On the California School Dashboard, all of the GUSD demographic group ratings are currently in the "Red" zone. However, with our overall attendance rate maintaining and the significant decrease in chronic absenteeism for 23/24, we feel confident that our approach will yield positive results on the Dashboard during the coming three-year LCAP cycle.

We are very aware that attendance rates in our county, in the state, and across the country were negatively impacted by COVID, and we will be on the lookout for best practices to incorporate into our MTSS to help support positive attendance.

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.

Given the tremendous decrease in chronic absenteeism during 23/24 and return to our baseline overall attendance rate, we are making only slight changes to our Action Items to insure this improvement continues. We are asking that both School Secretaries at our elementary site dedicate at least 25% of their time to our Tier I truancy prevention activities, increasing the FTE allocated to this from 0.5 to 0.75. Similarly, we are asking that both School Secretaries at our elementary site dedicate at least 10% of their time to our Tier II truancy prevention activities, increasing the FTE allocated to this from 0.2 to 0.3. Additionally, we are adding a facilities condition and a drop-out rate metric to our overall goal statement to ensure that these indicators actions receive support in our overall efforts to improve student attendance. And while our overall actions to support positive student attendance, as well as the planned goals, metrics, and desired outcomes will remain consistent, we are also increasing our early intervention teacher FTE, school psychologist time, and expanding our Tier II partner support by providing the funding to pay for individual and family counseling. These are all increases to access and early application of our Tier II supports, which, through reflection, remain our main area of focus as we strive to support higher student attendance rates.

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	As a result of the implementation of MTSS practices with fidelity, students in every grade level cohort demographic group will show at least a 3% reduction in behaviors that result in a class or school disruption each year, there will be at least a 50% reduction in out of school suspensions and at least a 25% reduction in in-school suspensions and expulsions compared to 18/19 school totals, and the Dashboard color for school wide suspensions will improve at least one color each year until Blue, GUSD staff will conduct an in-person meeting with the parent/guardian of any suspended student, and school safety and connectedness ratings will increase at Gravenstein Elementary by at least 1% per year and at least 2% per year at Hillcrest Middle School. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Out of school suspension (State Priorities Focus: 6)	18/19 School Totals: Gravenstein Elementary: 6 Dashboard color: Yellow Hillcrest Middle: 48 Dashboard Color: Red	21/22 School Totals: Gravenstein Elementary: 0 Dashboard Rating: Very Low Hillcrest Middle: 11 (3.7%) Dashboard Rating: Medium	22/23 School Totals (thru 3/3/23): Gravenstein Elementary: 0 Dashboard Rating: pending Hillcrest Middle: 4 (1.4%) Dashboard Rating: pending	These 22/23 outcomes have been updated to reflect the data on the California Dashboard: Gravenstein Elementary: 1 Dashboard Rating: Yellow Hillcrest Middle: 8 (2.7%) Dashboard Rating: Orange	2023/24 School Totals: Gravenstein Elementary: 1 Dashboard Rating: Very Low Hillcrest Middle: 6 Dashboard Rating: Low
In-school suspension (State Priorities Focus: 6)	18/19 School Totals:	21/22 School Totals:	22/23 School Totals (thru 3/3/23):	23/24 School Totals:	2023/24 School Totals:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Gravenstein Elementary: 3 Hillcrest Middle: 6	Gravenstein Elementary: 0 Hillcrest Middle: 2	Gravenstein Elementary: 1 Hillcrest Middle: 2	Gravenstein Elementary: 3 Hillcrest Middle: 25	Gravenstein Elementary: 1 Hillcrest Middle: 3
Expulsions (State Priorities Focus: 6)	18/19 School Totals: Gravenstein Elementary: 0 Hillcrest Middle: 6	21/22 School Totals: Gravenstein Elementary: 0 Hillcrest Middle: 0	22/23 School Totals (thru 3/3/23): Gravenstein Elementary: 0 Hillcrest Middle: 0	22/23 School Totals: Gravenstein Elementary: 0 Hillcrest Middle: 0 23/24 School Totals: Gravenstein Elementary: 0 Hillcrest Middle: 1	2023/24 School Totals: Gravenstein Elementary: 0 Hillcrest Middle: 3
Parent Involvement (State Priorities Focus: 3)	GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 100% of students who were suspended from school during the 2019-2020 school year.	GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 100% of students who were suspended from school during the 2021-2022 school year.	Through 3/3/23, GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 100% of students who were suspended from school during the 2022-2023 school year.	GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 100% of students who were suspended from school during the 2023-2024 school year.	GUSD will engage with a parent/guardian in an in-person meeting with staff for 100% of students who are suspended from school during the 2023-2024.
School Climate (State Priorities Focus: 6)	During the 2019-2020 school year, GUSD developed and	Survey scheduled for early Spring of 2023.	A parent survey was conducted in March of	Surveys for parents, students, and staff	GUSD will implement a survey during the 2023-2024 school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implemented a parent/guardian survey to assess school connectedness. GUSD will update and modify the survey annually to assess parent/guardian perspectives of school connectedness.		2023 with a 54% return rate.	were conducted in April of 2024.	year to assess parent/guardian perspectives of school connectedness.
School Climate (State Priorities Focus: 6)	California Healthy Kids Survey 2019-2020: Gravenstein Elementary: • 92% of students report feeling safe at school most or all of the time • 82% of students report feeling connected to school most or all of the time Hillcrest Middle:	California Healthy Kids Survey 2019-2020: Gravenstein Elementary: • 92% of students report feeling safe at school most or all of the time • 82% of students report feeling connected to school most or all of the time Hillcrest Middle:	California Healthy Kids Survey 2021-2022 results are pending.	California Healthy Kids Survey 2021-2022: Gravenstein Elementary: • 98% of students report feeling safe at school most or all of the time • 88% of students report feeling connected to school most or all of the time Hillcrest Middle:	California Healthy Kids Survey 2023-2024: Gravenstein Elementary: • 95% of students report feeling safe at school most or all of the time • 85% of students report feeling connected to school most or all of the time Hillcrest Middle:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 67% of students agree or mostly agree that they feel safe at school • 72% of students agree or mostly agree that they feel connected to school	• 67% of students agree or mostly agree that they feel safe at school • 72% of students agree or mostly agree that they feel connected to school.		• 72% of students agree or mostly agree that they feel safe at school • 79% of students agree or mostly agree that they feel connected to school.	• 73% of students agree or mostly agree that they feel safe at school • 78% of students agree or mostly agree that they feel connected to school
Student Outcomes (State Priorities Focus: 8)	During the 2019-2020 school year 90% of students with less than 95% attendance, and/or an out of school suspension, and or performing below grade level academically were identified and received intervention supports.	During the 2021-2022 school year 81% of students with less than 95% attendance, and/or an out of school suspension, and or performing below grade level academically were identified and received intervention supports.	Through 3/3/23, 84% of students with less than 95% attendance, and/or an out of school suspension, and or performing below grade level academically were identified and received intervention supports.	During the 23/24 school year, 91% of students with less than 95% attendance, and/or an out of school suspension, and or performing below grade level academically were identified and received intervention	During the 2023-2024 school year, at least 90% of students with less than 95% attendance, and/or an out of school suspension, and or performing below grade level academically will be identified and receive intervention supports.

Goal Analysis

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.

As a district, we have identified a "Performance Triangle" to monitor student progress. The triangle is equilateral, with the three sides representing student academics, attendance, and behavior. Goal 3 is focused on the behavior side of the triangle, and our desire is to significantly reduce the amount of instructional time lost and the negative social emotional impact of poor behavior choices throughout the school year. Our Tier I universal supports have been successful for many of our students. For students who were sent out of class or missed instructional time due to behavior choices, GUSD identified the individual challenges and barriers that a student is facing and implemented strategies from our menu of Tier II options that best address the individual student's needs. As a function of our MTSS, we worked to strengthen and institutionalize Tier I and Tier II supports designed to build partnerships. This includes a variety of events and activities at the Tier I level to provide universal support for our entire student population as well as a menu of individualized interventions and services at the Tier II level for students that were repeatedly missing instructional time due to behavioral choices. Our teachers, specialized instructional support personnel, principals, and other staff are receiving training and support in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school as we assess and monitor the progress of our students and communicate with and receive feedback from our parents. Our classroom teachers are the first line of support (with translation as needed) for parent education and providers of parent engagement opportunities including but not limited to: Meet-the-Teacher events/Orientation, Back-to-school nights, parent-teacher conferences, classroom volunteer opportunities, driver and chaperone opportunities for field trips, literacy training, technology use, presentations, performances, and school-wide family events. When these events fell in the late afternoon or evening, we offered free child care and/or extended daycare hours to accommodate parents' needs. To further assist these parents, a bilingual assistant helped families at our Meet-the-Teacher events to use multiple computers to navigate and complete our online forms. For any student that did not maintain positive behavior, our Tier II systems were employed and we will used our SST or site discipline/parent meeting protocol: gathered baseline data, formed a support team, met with the parent (and student if appropriate), formulated an action plan with appropriate interventions, assigned a staff case manager to support the student and parents in the implementation of the interventions, warm hand-offs to and ongoing communication with any outside agency with appropriate support services for the student and/or family, gathered progress data, and informed the team of progress. The creation of this case management system is affording us the opportunity to continue to build our menu of interventions and best practices. Additionally, our bi-weekly Leadership Team Meetings are providing a forum to share best practices between both sites as well as giving us a forum to discuss family issues as approximately 35% of our families have students at both of our schools.

Strengths:
Our baseline data was collected from the 18/19 school year, prior to the interruption of in-person instruction and the chaos created by the COVID Pandemic. This interruption in the development and improvement of our MTSS, as well as the resulting negative impact on student behavior and typical social emotional growth is a major factor to include when assessing the effectiveness or ineffectiveness of our specific actions. As a result of the implementation of MTSS practices with fidelity, students in every grade level cohort demographic group did show at least a 3% reduction in behaviors that resulted in a class or school disruption each year, there was a 35% reduction in out of school suspensions, a 15% reduction in in-school suspensions, and an 83% reduction in expulsions compared to 18/19 school totals. The Dashboard color for school wide suspensions at Hillcrest improved from Red to Orange and remained at Yellow for Gravenstein Elementary. GUSD staff conducted an in-person meeting with the parent/guardian of every suspended student, and school safety and connectedness

ratings on the California Healthy Kids Survey increased at Gravenstein Elementary by at least 6% for 19/20 to 21/22 on both measures, while ratings increased by 5% and 7% respectively during the same time period at Hillcrest. GUSD switched to the Youth Truth survey for the 23/24 school year and that data will become the new baseline for our next LCAP cycle. With our overall positive gains on our measures of student behavior, we feel confident that our approach will continue to yield positive results on the Dashboard during the coming three-year LCAP cycle. We are very aware that suspension and expulsion rates in our county, in the state, and across the country were negatively impacted by COVID, and we will be on the lookout for best practices to incorporate into our MTSS to help support positive behavior. Additionally, for GUSD, we have many indicators that our current program is providing an excellent educational opportunity for all of our students. Over the last 8 years, an average of 65.7% of our students come from outside of our attendance area. Current GUSD students come from 3 different counties and 24 other school districts. Clearly, families that are shopping for an outstanding educational experience for their children are choosing our schools. GUSD is one of the few districts in Sonoma County and in the state that is growing; we added 5% to our enrollment figures for 23/24 and have added 85 students over the last 6 years (an 11.7% increase).

The only substantive difference in planned actions for 23/24 is Action Item 3.3, Trauma Screening. Our community partner that we had previously contracted with for this service discontinued their program in 23/24, and we were unable to find a quality substitute program. However, we did include a "Student Wellness" section in our parent survey with 40 questions that are similar to the questions in the trauma screening, an action that had no direct cost to implement. There was a material differences in the actual amount spent on Diversity, Equity, and Inclusion (Action 3.5), and that difference will be explained in detail below. For both of the actions and actual implementation of these actions, GUSD remains on or ahead of our plans, again with the differences noted below.

Challenges:
Our baseline data was collected from the 18/19 school year, prior to the interruption of in-person instruction and the chaos created by the COVID Pandemic. This interruption in the development and improvement of our MTSS, as well as the resulting negative impact on student self-regulation is a major factor to include when assessing the effectiveness or ineffectiveness of our specific actions. Despite significant improvement from our baseline data, we did not see at least a one color improvement in the California School Dashboard for school-wide suspensions. On the California School Dashboard, the Gravenstein Elementary rating is currently in the "Yellow" zone, and the Hillcrest rating is in the "Orange" zone.

We continue to work on identifying and institutionalizing best practices for the implementation with fidelity of our Tier II interventions. A key aspect of successful Tier II support is family engagement; each support team will face a unique set of challenges and barriers dependent on current circumstances and our staff is building a tool kit of supports to address a variety of needs. Another focus area here is creating connections with our community partners that have the capacity to provide Tier III supports. We are working to build connections that allow for "warm hand-offs," reciprocal release of information agreements, and a system for monitoring fidelity of intervention implementation and progress monitoring.

As GUSD continues to institutionalize and improve our MTSS, we still have data collection processes that need to be improved and streamlined for more immediate reporting that will support early intervention. This is an important challenge for us, particularly with our changing demographics including increases in special education, homeless, and migrant students. Another key challenge for us is increasing parent connections, so we will continue to refine our focused messaging highlighting the support we receive from our Gravenstein Parent Association (GPA) as well as providing information to our families related to events and supports offered by our community partners.

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 Item 3.3 Trauma Screening:
Our community partner that we had previously contracted with for this service discontinued their program in 23/24, and we were unable to find a quality substitute program. However, we did include a "Student Wellness" section in our parent survey with 40 questions that are similar to the questions in the trauma screening, an action that had no direct cost to implement.

Action Item 3.5 Diversity, Equity, and Inclusion:
Our initial plan was to continue DEI activities with a community partner that we started working with in 21/22. However, as a result of a contract dispute, we did continue our relationship with this partner. Instead, we again used our parent survey and the expertise of our DEIB Committee members to develop 17 DEI related questions that were included in our survey. Based on the results, we contracted with another community organization to provide an all staff training prior to the start of the school year, provided funding for concessions during an evening literacy/diversity/inclusion event, the installation of public bulleting board on our middle school campus for DEI messaging, and funded an additional work day for classified staff to receive DEI training.

In conclusion, while there were material differences in the total amount spent for these two action items, Action Items 3.3 and 3.5 the action items were executed in an alternate manner. GUSD believes that the implementation of these actions was effective and contributed to our ability to maintain progress toward the outcomes for Goal 3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Tier I Action Items 3.1-3.5: Effective
Tier II Action Item 3.6: Effective

As we have put together our LCAP, we have done so in a way the supports and reflects our MTSS, including the determination of whether or not the action items in the LCAP are primarily focused on Tier I or Tier II supports and interventions. For Goal 3, Action Items 1-5 are all Tier I; these actions are all in support of our base program. Action Item 6 represents our Tier II targeted intervention that leads to application of our case management system and the potential application of our entire Tier II menu of options for targeted, individualized supports based on the individual challenges and needs of each student. We believe that these specific actions, 1) trauma-informed training for all staff, 2) creating positive campus climates through life skills instruction, team building, and cooperative events, 3) having a screening process in place for early detection of individual student trauma and stressors, 4) providing consistent supervision and documentation of behavioral irregularities that result in classroom/playground office referrals or loss of privilege, and 5) assessing our campuses and ensuring that we have diverse, equitable, and inclusive environments that instill a sense of belonging, prevent recidivism, and are essential Tier I activities that

strengthen our base program and lead to fewer discipline incidents. environments. Action Item 6, partial funding for our Mental Health Counselor, gives us an immediate, on campus Tier II intervention that leads to early identification
of individual student behavior challenges (initiated with any out of school suspension, a second in-school suspension, or four or more discipline incidents of any kind) and guidance for the application of a menu of additional Tier II supports/interventions specific to the individual's identified behavioral challenges, trauma, or other issues. GUSD feels that these actions have been very effective in reducing the number of behavior issues on our campuses based on the following:

- Our baseline data was collected from the 18/19 school year, prior to the interruption of in-person instruction and the chaos created by the COVID Pandemic. This interruption in the development and improvement of our MTSS, as well as the resulting negative impact on student self-regulation is a major factor to include when assessing the effectiveness or ineffectiveness of our specific actions.
- The total number of out of school suspensions for the 23/24 was 31, a 43% decrease from our baseline data.
- The total number of in-school suspensions for the 23/24 was 45, involving 28 students. While this is a significant increase, the use of in-school suspension allows staff access to these students that they would not have during an out of school suspension and increases our ability to apply Tier II interventions in a timely manner and allows the student to keep pace on classroom assignments, thus reducing recidivism of out of school suspensions that could lead to expulsion.
- The total number of out expulsions for the 23/24 was 1, a 83% decrease from our baseline data.
- With our overall discipline data showing significant decreases during the just completed LCAP cycle, we feel confident that our approach will yield positive results on the Dashboard during the coming three-year LCAP cycle.

We are very aware that discipline rates in our county, in the state, and across the country were negatively impacted by COVID, and we will be on the lookout for best practices to incorporate into our MTSS to help support positive behavior and increase our early intervention practices. Our baseline data was collected from the 18/19 school year, prior to the interruption of in-person instruction and the chaos created by the COVID Pandemic. This interruption in the development and improvement of our MTSS, as well as the resulting negative impact on student behavior and typical social emotional growth is a major factor to include when assessing the effectiveness or ineffectiveness of our specific actions. As a result of the implementation of MTSS practices with fidelity, students in every grade level cohort demographic group did show at least a 3% reduction in behaviors that resulted in a class or school disruption each year, there was a 35% reduction in out of school suspensions, a 15% reduction in in-school suspensions, and an 83% reduction in expulsions in 22/23 compared to 18/19 school totals. The Dashboard color for school wide suspensions at Hillcrest improved from Red to Orange and remained at Yellow for Gravenstein Elementary. GUSD staff conducted an in-person meeting with the parent/guardian of every suspended student, and school safety and connectedness ratings on the California Healthy Kids Survey increased at Gravenstein Elementary by at least 6% for 19/20 to 21/22 on both measures, while rating increased by 5% and 7% respectively during the same time period at Hillcrest. GUSD switched to the Youth Truth survey for the 23/24 school year and that data will become the new baseline for our next LCAP cycle. With our overall positive gains on our measures of student behavior, we feel confident that our approach will continue to yield positive results on the Dashboard during the coming three-year LCAP cycle. We are very aware that suspension and expulsion rates in our county, in the state, and across the country were negatively impacted by COVID, and we will be on the lookout for best practices to incorporate into our MTSS to help support positive behavior. Additionally, for GUSD, we have many indicators that our current program is providing an excellent educational opportunity for all of our students. Over the last 8 years, an average of 65.7% of our students come from outside of our attendance area. Current GUSD students come from 3 different counties and 24 other school districts. Clearly, families that are shopping for an outstanding educational experience for their children are

choosing our schools. GUSD is one of the few districts in Sonoma County and in the state that is growing; we added 5% to our enrollment figures for 23/24 and have added 85 students over the last 6 years (an 11.7% increase).

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.

Given the tremendous decrease in poor behavior choices and lost instructional time over the span of this LCAP, we are not making any changes made to our planned goal, metrics, or desired outcomes. We are asking that both school principals dedicate at least 12.5% of their time to our Tier I positive behavior support activities, and our academic counselor dedicating at 25% of their time for the same purpose. Additionally, we are asking our Mental Health Coordinator to take the lead as case manager for students that receive an out of school suspension (with the exception of some SWD students that already have a case manager in place). An additional partnership developed in 23/24 that will also be in place in 24/25 is a referral source for in home family and individual student counseling. While our overall actions to support positive student behavior, as well as the planned goals, metrics, and desired out comes will remain consistent, we are also increasing our early intervention teacher FTE and school psychologist time. These are all increases to access and early application of our Tier II supports, which, through reflection, remain our main area of focus as we strive to support positive student behavior choices.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gravenstein Union School District	Keri Pugno Superintendent	kpugno@gusdschools.org 707-823-7008

Plan Summary [2024-25]

General Information

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

Gravenstein Union School District (GUSD) is a Transitional Kindergarten through 8th grade school district with enrollment for the 2023/2024 school year of approximately 810 students, most of who come from English speaking homes. The District is located in a rural section of Sebastopol in Western Sonoma County. Approximately 65% of the students attending our schools live outside of the original district boundaries. There are four schools in the District. Gravenstein Elementary School is our TK-5th charter school with the exception of some first grade classes (called Gravenstein First School, 41 students). Hillcrest Middle School is our 6th-8th charter school that is also the location of our alternative school site (Gravenstein Community Day School, 0 students). Our 2023/2024 enrollment groups include the following: 30.2% Socioeconomically Disadvantaged, 5.4% English Learners, 10.2% Special Education, 2.7% Homeless, and 0.2% Foster Youth. The 23/24 racial/ethnic background of our students was: 0.4% African American, 3.7% Asian, 23.5% Hispanic, 0.5% Pacific Islander, 59.3% White, and 10.0% reporting two or more races.

The District has a TK-8 Magnet/GATE Program at both campuses (ENRICH!). The sites reflect the rural nature of the community. The relatively small enrollment at each site, excellent staff and very involved parents have worked together to establish a student body that has achieved some of the highest testing scores in Sonoma County for the last 15 years. All TK-5th grade classes at Gravenstein Elementary are self-contained. Primary classes (TK-3) have an approximate ratio of 20-1 and upper grades (4-5) average an approximate ratio of 25-1 with an overall ratio of 1 certificated teacher for every 17.9 students. At Hillcrest, the average class size is approximately 23 students, and the overall student to certificated staff ratio is 18:1. Instructional and temporary support assistants are utilized in grades TK-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs or Directed Studies at both campuses. The programs are operated through state and federal funding to serve students who need intervention or tutoring. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below grade-level students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program; an ELD Support Teacher; a school psychologist; an academic and a mental health counselor. Students in grades TK through 5 receive music instruction one day per week and additional band time by the district's music specialist. Visual art is also part of the GUSD program. Classroom teachers and an art specialist provide this program. Hillcrest Middle School has a variety of scheduled music, art and drama programs. Our grade K-8 Magnet/GATE Program (Enrich!) requires a longer school day to include additional field trips, visual arts, and

enrichment classes including STEM and STREAM offerings. The school district utilizes a social emotional learning program (SEL) entitled Second Step as a base program, and all teachers are Trauma Informed, receive annual ACEs training, and have built their own classroom level SEL lessons and activities. Both campuses focus on the development of life skills such as empathy, emotion management and self-regulation, impulse control, problem solving and anger management.

Reflections: Annual Performance

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

The major focus of our work continues to be the efficient implementation and improvement of our Multi Tiered System of Supports (MTSS), ensuring that our actions and programming are consistent with our Board's Vision and Mission Statements, and continuing to gather multiple data points regarding student progress related to our LCAP Goals. Our Board and staff are pleased to see that campus-wide at each school, our students, on average, are performing 29 to 46 points above grade level on the CAASPP assessments, with the exception of Mathematics testing at Hillcrest Middle School, and 13 to 33 points higher than the state and county averages across all grade levels and in all subject areas on the 22/23 CAASPP assessments. Our dashboard suspension rates as well as our numbers to date in 23/24 have remained consistent despite increases in enrollment and the number of students in many demographic groups.

As a function of our MTSS, we have worked to strengthen and institutionalize Tier I and Tier II supports designed to build partnerships. This includes a variety of events and activities at the Tier I level to provide universal support for our entire student population as well as a menu of individualized interventions and services at the Tier II level for students below grade level academically, chronically absent, and/or experiencing behavioral challenges. GUSD has identified chronic absenteeism as one focus area, providing awareness of the issue to parents and staff, fortifying our Tier I prevention strategies, and working to expand our Tier II targeted interventions. Our teachers, specialized instructional support personnel, principals, and other staff are receiving training and support in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school as we assess and monitor the progress of our students and communicate with and receive feedback from our parents. As we began this process during the 23/24 school year, we are seeing declines in the number of chronically absent students through 5/1/24, with Gravenstein Elementary seeing a 12% decrease, and Hillcrest Middle seeing a 4.4% decrease.

Through the adoption of our MTSS and the related action items listed in our district vision and mission statements and LCAP goals, we are recruiting a TOSA ELD support teacher to continue our DLAC meetings and provide direct student and family support, continue to employ a licensed mental health counselor, have expanded the support staffing for our RSP students, and engaged two outside presenters to support our diversity, equity, and inclusion efforts. The engagement of underrepresented families is a key strategy included in our Tier II MTSS support plans.

GUSD presents the following data as examples of recent success reflected in our California School Dashboard Data:

GRAVENSTEIN UNION SCHOOL DISTRICT
STUDENT PERFORMANCE CALIFORNIA DASHBOARD DATA - 2022/23

ACADEMICS

Gravenstein Elementary - English/Language Arts (CAASPP)

Group	Dashboard Status Level (Color)	Points Above/Below Standard
All (220)	Very High (Blue)	+46.4
White (144)	Very High (Blue)	+54.6
Hispanic (46)	High (Green)	+18.1
Socioeconomically Disadvantaged (74)	High (Green)	+16.8
English Learners (20)	n/a	+24.6
Two or more Races (20)	n/a	+40.6
Students with Disabilities (30)	Low (Yellow)	-37.0

Gravenstein Elementary - Mathematics (CAASPP)

Group	Dashboard Status Level (Color)	Points Above/Below Standard
All (220)	High (Green)	+29.8
White (144)	Very High (Blue)	+40.8
Hispanic (46)	Medium (Green)	-10.4
Socioeconomically Disadvantaged (74)	Medium (Yellow)	-4.1
English Learners (20)	n/a	+8.1
Two or more Races (20)	n/a	+18.1
Students with Disabilities (30)	Medium (Yellow)	-4.1

Hillcrest Middle School - English/Language Arts (CAASPP)

Group	Dashboard Status Level (Color)	Points Above/Below Standard
All (268)	High (Green)	+32.8
White (151)	High (Green)	+43.8
Hispanic (62)	Medium (Yellow)	+9.8
Socioeconomically Disadvantaged (111)	Medium (Yellow)	+0.6
English Learners (24)	n/a	-29.9
Two or more Races (34)	High (Green)	+18.8
Students with Disabilities (30)	Very Low	-95.7

Hillcrest Middle School - Mathematics (CAASPP)

Group	Dashboard Status Level (Color)	Points Above/Below Standard
All (267)	Medium (Yellow)	-3.2
White (151)	High (Green)	+5.0
Hispanic (61)	Low (Orange)	-26.3
Socioeconomically Disadvantaged (110)	Medium (Green)	-23.5
English Learners (24)	n/a	-46.1

Two or more Races (34) _____Medium (Green)_____-12.6
Students with Disabilities (30)_____Very Low _____-105.4

DISCIPLINE (Conditions and Climate)

Suspensions:

Gravenstein Elementary - 3 Suspensions
Group _____ Dashboard Status Level (Color)_____% of Students Suspended at least one day
All (511) _____Low (Yellow) _____0.6%
White (307) _____ Very Low (Green)_____0.4%
Hispanic (125) _____Low (Yellow) _____0.9%
Socioeconomically Disadvantaged (167) _____Medium (Orange)_____1.9%
Students with Disabilities (62) _____High (Orange)_____3.5%
English Learners (34) _____Very Low _____0.0%
Two or more Races (59) _____Medium (Orange)_____2.0%

Hillcrest Middle School - 16 Suspensions

Group _____Dashboard Status Level (Color)_____% of Students Suspended at least one day
All (292) _____ Medium (Orange) _____5.5%
White (168) _____Medium (Orange)_____6.0%
Hispanic (67) _____ Medium (Green) _____ 4.5%
Socioeconomically Disadvantaged (121) _____Medium (Orange)_____ 7.4%
Students with Disabilities (32) _____n/a _____9.4%
English Learners (9) _____n/a _____0.0%
Two or more Races (39) _____Medium (Orange)_____ 5.1%

Expulsions:

Gravenstein Elementary:
2022/23: 0

Hillcrest Middle:
2022/23: 0

Zero Students Dropped Out.

23/24 Data

As of 5/1/24, the unduplicated count of suspensions at each site are:

Gravenstein Elementary: 2 (0.4%)
Hillcrest Middle: 19 (6.5%)

CHRONIC ABSENTEEISM
The data on the dashboard for chronic absenteeism is not an accurate reflection of our district data. For the table below, we have combined the number from Gravenstein First with the numbers from Gravenstein Elementary, but have not made any changes to the dashboard level or color. For Hillcrest Middle School, the dashboard reports a total of 193 current eligible students, while the suspension section of the dashboard reports 292 total students, which is the accurate number. We did not make any changes to the reported data with the exception of correcting the total number of eligible students in each group. Regardless of the inaccuracies on the dashboard, chronic absenteeism is an issue for GUSD.

Gravenstein Elementary - Chronic Absenteeism

Group	Dashboard Status Level (Color)	Chronic Absenteeism Rate
All (507)	Very High (Red)	24.6%
White (306)	Very High (Red)	21.6%
Hispanic (123)	Very High (Red)	29.3%
Socioeconomically Disadvantaged (167)	Very High (Red)	30.5%
Students with Disabilities (78)	Very High (Red)	21.8%
English Learners (34)	Very High (n/a)	29.4%
Two or more Races (59)	Very High (Red)	25.4%

Hillcrest Middle School - Chronic Absenteeism

Group	Dashboard Status Level (Color)	Chronic Absenteeism Rate
All (292)	Very High (Red)	24.9%
White (168)	Very High (Red)	28.3%
Hispanic (67)	Very High (Red)	31.9%
Socioeconomically Disadvantaged (121)	Very High (Red)	24.4%
Students with Disabilities (32)	Very High (n/a)	36.4%
English Learners (9)	n/a	0.0%
Two or more Races (39)	High (n/a)	11.5%

As of 5/1/24, the percentage of chronically absent students at each site are:

Gravenstein Elementary: 69 (13.4%)
Hillcrest Middle: 60 (20.5%)

ENGLISH LEARNER PROGRESS DATA

As of 2/1/23, 73% of all EL students scored "Moderately Developed" or above on the annual Summative ELPAC Assessment (Goal for 23/24 is 75%)

As of 2/1/23, for GUSD, upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students for 2021-2022 was 54% (Goal for 23/24 is 53%)

PARENT SURVEY DATA

In April of 2024, GUSD implemented a comprehensive parent survey for the second consecutive year (40% return rate) with multiple questions designed to identify student challenges and barriers from the parent perspective. A committee of four staff and three parents worked together over a three month period to create the survey. Each partner group reviewed the compiled data and district leadership facilitated the "noticings and wonderings" protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit feedback. District staff and the Board are very pleased with the response from our parents. Please note where 23/24 results are not included, those questions were included in the survey in 22/23 only; and will return in future versions of our parent survey. However, in an effort to shorten survey response time, several sections of questions were not included in 23/24, therefore there is not a response to report for the second year of the survey. Here are some selected questions and response data from the survey:

SCHOOL CULTURE AND CLIMATE

My child's school promotes academic success for all students - Strongly or Somewhat Agree: 22/23 - 94%, 23/24 - 94%
My child's school encourages me to be an active partner with the school in educating my child - Strongly or Somewhat Agree: 22/23 - 87%, 23/24 - 90%
My child's school is a safe place for my child - Strongly or Somewhat Agree: 22/23 - 94%, 23/24 - 98%
There is a clear sense of community at my child's school - Strongly or Somewhat Agree: 22/23 - 83%, 23/24 - 84%

STUDENT WELL-BEING

Everyone at the school is doing their best to help me and my child - 22/23: 96% Strongly Agree or Agree
My child learns at school every day - 22/23: 97% Strongly Agree or Agree
My child's teachers or other school staff are responsive to my child's social and emotional needs - 22/23: 95% Strongly Agree or Agree
When needed, I am provided with advice and resources to support my child's social and emotional needs - 22/23: 91% Strongly Agree or Agree
When needed, I am provided advice and resources to support my child's learning - 22/23: 94% Strongly Agree or Agree
My child feels a sense of belonging at school - 22/23: 96% Strongly Agree or Agree
My child feels safe at school - 22/23: 93% Strongly Agree or Agree
My child feels happy at school - 22/23: 90% Strongly Agree or Agree

SCHOOL COMMUNICATION

How satisfied are you with communications from the district and school overall? - Very Satisfied or Satisfied: 22/23 - 92%, 23/24 - 92%
My input is valued by administration - 22/23: 93% Yes, 23/24: 93% Yes
If I have questions or concerns, I feel they are resolved in an appropriate and fair way - 22/23 96% Yes, 23/24 - 93%
I am greeted warmly when I call or visit the school - 22/23 100% Yes, 23/24 99% Yes
The school(s) encourages feedback from parents and the community - 22/23: 92% Agree, 23/24: 92% Agree
I know someone at the school who can assist my family and me in our home language with any questions or concerns we have - 22/23: 100% Yes

ACADEMICS

Teachers keep me informed about how my child is doing academically - 22/23: 89% Strongly or Somewhat Agree, 23/24: 90% Strongly or Somewhat Agree
I am satisfied with my student's academic progress this year - 22/23: 93% Agree, 23/24: 94% Agree

STUDENT SERVICES

The School Counselors help students to develop socially and emotionally - 22/23: 81% Strongly or Somewhat Agree, 23/24: 76% Strongly or Somewhat Agree
The School Counseling Program enhances my child's academic achievement - 22/23: 75% Strongly or Somewhat Agree, 23/24: 63% Strongly or Somewhat Agree

SPECIAL EDUCATION

Overall, my child is learning and progressing in their education - 22/23: 90% Strongly or Somewhat Agree
The IEP team considers my concerns and ideas about my child's education and development - 22/23: 98% Strongly or Somewhat Agree
My child is in the appropriate placement for their educational needs (such as the general education class, special education class, learning center/ directed studies, etc.) - 22/23: 95% Strongly or Somewhat Agree

SPECIAL EDUCATION BEHAVIOR SUPPORTS

My child receives the needed support to help with identified behavior concerns(such as a behavior intervention plan, in the IEP, through interventions/strategies, etc.) - 22/23: 95% Strongly or Somewhat Agree

ENGLISH LEARNER SPECIAL EDUCATION SUPPORTS

The district/school staff provides English language development support to help my child learn in all academic areas needed - 22/23: 92% Strongly or Somewhat Agree

504 PLANS

Overall, my child is learning and progressing in their education - 22/23: 88% Strongly or Somewhat Agree
The 504 team considers my concerns and ideas about my child's education and development - 22/23: 88% Strongly or Somewhat Agree
My child is in the appropriate placement for their educational needs (such as the general education class, special education class, learning center/ directed studies, etc.) - 22/23: 88% Strongly or Somewhat Agree

YOUTH TRUTH SURVEY DATA

Gravenstein Elementary: The Youth Truth (YTS) was administered to the 3rd - 5th graders at Gravenstein Elementary School (GES) for the first time in the spring of the 2023/24 school year. This initial implementation will serve as baseline data. Key data points from the survey include:

School Safety: On the 5 YTS questions, GES students provide an average rating of 2.69 out of 3.0, averaging in 90th percentile for all California schools.

Engagement: School Safety: On the 4 YTS questions, GES students provide an average rating of 2.65 out of 3.0, averaging in 45th percentile for all California schools.

Culture: On the 4 YTS questions, GES students provide an average rating of 2.46 out of 3.0, averaging in 86th percentile for all California schools.

Relationships: On the 7 YTS questions, GES students provide an average rating of 2.72 out of 3.0, averaging in 69th percentile for all California schools.

Hillcrest Middle School: The Youth Truth (YTS) was administered to all students 6th - 8th graders at Hillcrest Middle School (HMS) for the first time in the spring of the 2023/24 school year. This initial implementation will serve as baseline data. Key data points from the survey include:

School Safety: On the 10 YTS questions, HMS students provide an average rating of 3.97 out of 5.0, averaging in 82nd percentile for all California schools, with HMS student responding in the top quartile is 8 out of 10 questions.

Engagement: School Safety: On the 9 YTS questions, HMS students provide an average rating of 3.39 out of 5.0, averaging in 59th percentile for all California schools.

Culture: On the 6 YTS questions, HMS students provide an average rating of 3.34 out of 5.0, averaging in 61st percentile for all California schools.

Relationships: On the 7 YTS questions, HMS students provide an average rating of 3.41 out of 5.0, averaging in 50th percentile for all California schools.

Reflections: Technical Assistance

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

n/a

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.

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Parents, EL Support Teacher, Principals, Superintendent, Board Members, Mental Health Counselor, Food Service Director	Over the last 15 months, District English Language Advisory Committee (DELAC) has met 12 times with a variety of presenters, discussion topics, and feedback sessions. The agendas, minutes, presentations and feedback from these meetings is reported to the public at the Board meeting following each DELAC meeting. The DELAC typically meets monthly. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey). Our School Board, Strategic Planning Committee, DELAC, and Site Council were involved in the most formal review of this data between December and April of 2024, where each partner group reviewed the compiled data and district leadership facilitated the "noticings and wonderings" protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit feedback.
Teachers, Principals, Superintendent, Director of Maintenance, Classified Staff, Parents	Over the last 15 months, the GUSD Site Council (SC) has met 13 times with a variety of discussion topics, and feedback sessions. The agendas, minutes, presentations and feedback from these meetings is reported to the public at the Board meeting following each SC meeting. The SC typically meets monthly. During the engagement sessions for the LCAP, the GUSD Leadership Team presented

Educational Partner(s)	Process for Engagement
	multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey). Our School Board, Strategic Planning Committee, DELAC, and Site Council were involved in the most formal review of this data between December and April of 2024, where each partner group reviewed the compiled data and district leadership facilitated the "noticings and wonderings" protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit feedback.
Teachers, Principals, Superintendent, Director of Maintenance, Classified Staff, Parents, Students	Over the last 48 months, the GUSD Climate Committee (CC) has met 8 times with a variety of discussion topics, and feedback sessions. The agendas, minutes, presentations and feedback from these meetings is reported to the public at the Board meeting following each SC meeting. The CC typically meets twice per year. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey).
Teachers, Principals, Superintendent, Director of Maintenance, Chief Business Official, Teacher's union representative, Classified Employees representative, Parents	The Strategic Planning Committee (SPC) was created in January of 2023. Over the last 15 months, the SPC has met 4 times with a variety of discussion topics, and feedback sessions. The agendas, minutes, presentations and feedback from these meetings is reported to the public at the Board meeting following each SPC meeting. The SPC typically meets twice per year. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey). Our School Board, Strategic Planning Committee, DELAC,

Educational Partner(s)	Process for Engagement
	and Site Council were involved in the most formal review of this data between December and April of 2024, where each partner group reviewed the compiled data and district leadership facilitated the "noticings and wonderings" protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit feedback.
Teachers, Principal, Superintendent, Chief Business Official, Teacher's Union bargaining team, Board Members	There have been 15 negotiation sessions and meetings with the Gravenstein Union Teachers Association (GUTA) over the past 15 months. The meetings have focused on articles in the Collective Bargaining Agreement, including salary, benefits, work calendar, and services to students. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey).
Principal, Superintendent, Chief Business Official, Classified Employees Union bargaining team, Board Members	There have been 8 negotiation sessions and meetings with the Gravenstein Union Classified Employees Association (GUCE) over the past 15 months. The meetings have focused on articles in the Collective Bargaining Agreement, including salary, benefits, work calendar, and services to students. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey).
Teachers, Principals, Superintendent, Classified Staff, Parents, Board Members	The Racial Justice Committee was created in October of 2020. Since then, the committee, now known as the Diversity, Equity, Inclusion, and Belonging Committee (DEIB), has met 25 times with a variety of discussion topics, and feedback sessions. The agendas, minutes, presentations and feedback from these meetings is reported to the public at the Board meeting following each DEIB meeting. The DEIB typically meets every other month. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple

Educational Partner(s)	Process for Engagement
	sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey).
Parents, Teachers, Classified Staff	A subcommittee of our Site Council created a comprehensive parent survey during the 22/23 school year, and the Parent Survey has been conducted each of the last two years with more than 40% of GUSD families responding. More than 30 of our staff members are also parents responding to this survey. The survey results are shared with all committees, families, staff, and the Board. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey).
Students	GUSD contracted with Youth Truth to survey our students, grades 3-8 (94% participation), in April of 2024. Preliminary results have been shared with committees, staff, and the Board.
Teachers, Classified Staff	GUSD contracted with Youth Truth to survey our staff, certificated and classified (72% participation), in April of 2024. Preliminary results have been shared with committees, staff, and the Board.
Teachers, Principals, Chief Business Official, Director of Maintenance, Classified Staff, Local bargaining units of the LEA, Parents, Students, Board Members, Community Members	The GUSD Board meets at least once a month. The monthly agenda has a reports section that includes DELAC, SC, SPC, GUTA, DEIB, and the Gravenstein Parent Association so that each of these groups can provide updates on current activities as well as comments and feedback on GUSD Board Agenda items. The GUSD Board has adopted a hybrid meeting format so that anyone that wants to attend can do so in person or virtually. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three

Educational Partner(s)	Process for Engagement
	parents worked together over a three month period to create the survey). Our School Board, Strategic Planning Committee, DELAC, and Site Council were involved in the most formal review of this data between December and April of 2024, where each partner group reviewed the compiled data and district leadership facilitated the "noticings and wonderings" protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit feedback.
Parents of English Learners (EL), Teachers, Principals, Superintendent	Over the last 48 months, GUSD has hosted five meetings for parents/guardians of EL students. During this meeting, current disaggregated student performance data (academic, attendance, behavior) is discussed and shared, and parent feedback is recorded. This group meets once per year, and has been scheduled as a DELAC meeting each of the last two years. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey).
Parents of Title I Students, Principals, Superintendent	Over the last 48 months, GUSD has hosted three meetings for parents/guardians of Title I Students. During this meeting, current disaggregated student performance data (academic, attendance, behavior) is discussed and shared, and parent feedback is recorded. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey).
Parents of Special Education Students, Principals, Special Education Program Coordinator, Superintendent	Over the last 48 months, GUSD has hosted three meetings for parents/guardians of Special Education Students. During this meeting, current disaggregated student performance data (academic, attendance, behavior) is discussed and shared, and parent feedback is recorded. During the engagement sessions for the LCAP, the

Educational Partner(s)	Process for Engagement
	GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey).
Sonoma County Special Education Local Plan Area (SELPA), Principals, Special Education Program Coordinator, Special Education Teachers, Instructional Assistants, Superintendent	Throughout every school year, multiple staff members meet and consult with staff from the Sonoma County SELPA. The superintendent attends regular Director's Meetings that include best practices and LCAP planning information both from SELPA staff and Special Education Directors from throughout Sonoma County. SELPA also provides multiple training opportunities for GUSD staff and administration that include best practices program information. The Sonoma County SELPA also produces an LCAP Guide as a resources and reference tool for districts that contributed to the GUSD LCAP.

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

For GUSD, we have many indicators that our current program is providing an excellent educational opportunity for all of our students. Over the last 8 years, an average of 65.7% of our students come from outside of our attendance area. Current GUSD students come from 3 different counties and 24 other school districts. Clearly, families that are shopping for an outstanding educational experience for their children are choosing our schools. GUSD is one of the few districts in Sonoma County and in the state that is growing; we added 5% to our enrollment figures for 23/24 and have added 85 students over the last 6 years (an 11.7% increase). Our students, on average, are performing 29 to 46 points above grade level on the CAASPP assessments, with the exception of Mathematics testing at Hillcrest Middle School, and 13 to 33 points higher than the state and county averages across all grade levels and in all subject areas on the 22/23 CAASPP assessments. Our dashboard suspension rates as well as the number of students suspended to date in 23/24 have remained consistent despite increases in enrollment and in the number of students in many demographic groups. We are seeing declines in the number of chronically absent students through 5/1/24, with Gravenstein Elementary seeing a 12% decrease, and Hillcrest Middle seeing a 4.4% decrease.

The major focus of our work continues to be the efficient implementation and improvement of our CDE recommended Multi Tiered System of Supports (MTSS), ensuring that our actions and programming are consistent with our Board's Vision and Mission Statements, and continuing to gather multiple data points regarding student progress related to our LCAP Goals. As a function of our MTSS, we have worked to strengthen and institutionalize Tier I and Tier II supports designed to build partnerships. This includes a variety of events and activities at the Tier I level to provide universal support for our entire student population as well as a menu of individualized interventions and services at the Tier II level for students below grade level academically, chronically absent, and/or experiencing behavioral challenges. As we engage in this work, we have created a multitude of opportunities for our educational partners to provide feedback that is used to assess the effectiveness

of our base program (Tier I) as well as grow the menu of opportunities for targeted, individualized support (Tiers II and III).

Our first step in the stakeholder process was for our Board to create a Vision Statement for the district, as well as supporting Mission Statements. Our Board held three retreat sessions with the Superintendent to develop the Vision and Mission Statements for GUSD, as well as, for each Mission Statement, goals and action items to guide the work of GUSD staff and set a direction for the LCAP development process.

The Board of Trustees, Site Council, DELAC, Strategic Planning Committee, DEIB, and Climate Committee, composed of parents, teachers, staff, Board Members, students, and a teachers' and classified union representative participated in discussions around the Vision and Mission Statements and current district data. The Superintendent hosted several specific stakeholder group meetings, including separate meetings for parents/guardians of EL, Hispanic, RSP, and Title 1 students. Several meetings with many partners were also held to discuss and comment on the district's Facility Master Plan. Planning meetings with educational partners, focusing on components of the GUSD LCAP, were presented and discussed at more than 35 meetings that also include meetings with our educational partners at SCOE and UCLA, our local Rotary chapter, the Gravenstein Health Action Committee, and our district parent association. The last engagement meetings before the plan was drafted were with the DELAC on April 29, and the Site Council on April 26.

During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, Youth Truth survey results from staff and students, and from our district-created parent survey (a committee of four staff and three parents worked together over a three month period to create the survey). Our School Board, Strategic Planning Committee, DELAC, and Site Council were involved in the most formal review of this data between December and April of 2024, where each partner group reviewed the compiled data and district leadership facilitated the "noticings and wonderings" protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit feedback.

Each "noticing or wondering" from an educational partner was recorded, as were the points and comments from the group elicited by initial comment. The recorded notes from the meetings were included with the parent survey data previously collected, and staff either confirmed that the topic was either addressed or added in the action items to support our three LCAP Goals.

Our partners were in concurrence that the school wide academic data for GUSD is very positive, and were very optimistic about the dramatic reduction in suspensions and expulsions as well as the improving attendance rates in comparison to the last Dashboard data from 18/19 to 22/23, and the consistency in data over the last two years.

Additional stakeholder feedback that was used in the creation of this plan also includes work with the Sonoma County SELPA. The superintendent attends Director's Meetings that include best practices and LCAP planning information both from SELPA staff and Special Education Directors from throughout Sonoma County. The Sonoma County SELPA also produces an LCAP Guide as a resources and reference tool for districts that contributed to the GUSD LCAP. The Sonoma County Office of Education provided technical and content guidance and support.

As a result of the feedback collected from our partners, GUSD has identified chronic absenteeism as a major focus area, creating plans to provide awareness of the issue to parents and staff, fortifying our Tier I prevention strategies, and working to expand our Tier II targeted

interventions. Our teachers, specialized instructional support personnel, principals, and other staff are receiving training and support in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school as we assess and monitor the progress of our students and communicate with and receive feedback from our parents.

Additionally, based on partner input, we will also continue with student academic performance and student behavior as our second and third Maintenance of Progress goals. From our current list of Actions from our most recent LCAP, we are removing only one action, Trauma Screening, as we currently do not have a trusted resource to continue this action. We are, however, adding another mental health menu option based on feedback: we are creating a partnership with a local mental health agency that will accept family and individual student district referrals for services For all three of our Maintenance of Progress goals, educational partner feedback supports the continued inclusion of the metrics, target outcomes, disaggregation of student group performance, and resource allocations.

The following is a summary of feedback collected from our partners and the resulting Actions that will be continued based on that feedback:

ACADEMICS
- Concurrence that the school wide academic data for GUSD is very positive and that planned additional interventions and supports are needed
- Make the data clearer
- Continue additional availability of technology for students; concurred with the importance of a replacement plan for devices as they are damaged or reach the end of their life cycle
- EL parents would appreciate more opportunities for their children to practice their native language and build stronger bi-lingual abilities
- Suggested/requested for college pathway discussions with students to begin earlier, even in upper elementary grades
- Enrichments/Electives, Academic Rigor, Small Class Sizes, and Teachers are the top 4 reasons parents choose GUSD

STUDENT SUPPORT
- EL teacher support has been important, not feeling alone as a parent
- Making sure that students that are behind are being supported
- Summer Jumpstart, K and TK kick-off events are very positive engagement strategies
- Focused reading support, individual or small group, was a tremendous help
- Great appreciation of small class sizes and abundance of IA support
- Acknowledgment of the importance of paying attention to the individual student and not letting any student "fall through the cracks"
- Appreciative of the breadth of interventions for students
- Interested to hear more details about what the interventions will look like for the students that are academically below grade level
- SIPPS/Learning Lab/Directed Studies placements are very valuable for non-proficient students
- Optimistic about the impacts of adding a TOSA and streamlining counseling support referral process
- Request to increase afterschool HW help

FAMILY ENGAGEMENT
- Anxious to have more opportunities for on campus/in classroom parent engagement

- Excited about expanded parent roles on committees such as Site Council, DELAC, DEIB, Strategic Planning
- Grateful for district providing opportunities to connect with partner groups as needed such as the Gravenstein Health Action Committee, DEIB Committee, and other agencies gathering information regarding experiences and challenges
- Important to understand that parents have different ability levels in terms of supporting their child, need for teacher and parent to work together
- More Spanish-speaking staff if possible, front counter area would be a focus area

Continue the use of Parent Square and website updates/improvements

CAMPUS CLIMATE
- Optimism regarding the continuing reduction in suspensions and expulsions as well as the improving attendance rates for the 2023/24 school year.
- Parent Survey Results

Question: My child's school . . . Strongly Agree or Somewhat Agree

Is a safe place for my child 98.4%

Promotes academic success for all students 93.6%

Promotes values that I support 90.7%

Has a clear sense of community 83.9%

"I appreciate the efforts to include multicultural learning and that the schools have declared that they are a safe place for people of all backgrounds."

"I appreciate the dedication to maintaining a culture that values every student. Additionally, I appreciate that there seems to be a focus on promoting responsibility among the kids."

"The culture and climate at Gravenstein and HIllcrest are among the most positive, supportive, and encouraging of any school I've visited in Sonoma County. The teachers at both schools are incredibly supportive, knowledgeable and encouraging of both of my children and I'm beyond happy that we commute to Sebastopol to attend schools at GUSD!"
- Continue the maintenance and beautification of facilities
- Very appreciative of traffic mitigation strategies at Gravenstein Elementary

TRANSPORTATION
- When will West County Transportation provide another bus/driver for the Hessel pick up?

YOUTH TRUTH STUDENT SURVEY

Gravenstein Elementary: The Youth Truth (YTS) was administered to the 3rd - 5th graders at Gravenstein Elementary School (GES) for the first time in the spring of the 2023/24 school year. This initial implementation will serve as baseline data. Key data points from the survey include:

School Safety: On the 5 YTS questions, GES students provide an average rating of 2.69 out of 3.0, averaging in 90th percentile for all California schools.

Engagement: On the 4 YTS questions, GES students provide an average rating of 2.65 out of 3.0, averaging in 45th percentile for all California schools.

Culture: On the 4 YTS questions, GES students provide an average rating of 2.46 out of 3.0, averaging in 86th percentile for all California schools.

Relationships: On the 7 YTS questions, GES students provide an average rating of 2.72 out of 3.0, averaging in 69th percentile for all California schools.

For GES, there was very little difference when disaggregating by Gender Identity or by our three different reported racial groups, Asian, Hispanic, White. Students identifying with Two or more races rate lower than their peers in five out of six survey themes (not Relationships, where they rate highest). All three questions in the Culture theme are rated in the top quartile, and not one question in the survey was rated in the bottom quartile. The YTS data indicate that Gravenstein Elementary has a very strong core program that provides a significant amount of student comfort. To work toward continuous improvement, we will address these lower rated questions using our MTSS framework and focus on early identification and continued development of a menu of best practice Tier II targeted interventions.

Hillcrest: The Youth Truth (YTS) was administered to all students 6th - 8th graders at Hillcrest Middle School (HMS) for the first time in the spring of the 2023/24 school year. This initial implementation will serve as baseline data. Key data points from the survey include:

School Safety: On the 10 YTS questions, HMS students provide an average rating of 3.97 out of 5.0, averaging in 82nd percentile for all California schools, with HMS student responding in the top quartile is 8 out of 10 questions.

Engagement: On the 9 YTS questions, HMS students provide an average rating of 3.39 out of 5.0, averaging in 59th percentile for all California schools.

Culture: On the 6 YTS questions, HMS students provide an average rating of 3.34 out of 5.0, averaging in 61st percentile for all California schools.

Relationships: On the 7 YTS questions, HMS students provide an average rating of 3.41 out of 5.0, averaging in 50th percentile for all California schools.

For HMS, ELL students rate notably lower than their non-ELL peers in all themes in the survey, and below in the national median in all themes, and in the bottom quartile in three out of five core themes. Both girls and boys rate notably higher than students who prefer to self-describe/identify their gender. There is very little difference when disaggregating by Persons Of Color. There are very few trends across the entire survey when disaggregating by race/ethnicity. However, there are important trends when looking at individual themes. Hispanic/Latino students rate notably lower than white students in Relationships and Belonging & Peer Collaboration. Students in special education rate notably lower than their peers in general education in all survey themes. HMS students reported very positive perceptions related to school-based services on the Emotional and Mental Health questions. The YTS data indicate that Hillcrest Middle has a very strong core program that provides a significant amount of student comfort. To work toward continuous improvement, we will address these lower rated questions using our MTSS framework and focus on early identification and continued development of a menu of best practice Tier II targeted

interventions.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.
1) Continue contract with and funding for TOSA/EL Support
2) Continue to fund and offer Learning Labs/Directed Studies
3) Continue to fund small class sizes and Instructional Assistant positions
4) Continue with parent communication enhancements and engagement strategies
5) Focus on maintaining effective individualized Tier II supports, continue to expand the menu of options
6) Expansion of reading intervention and special education support
7) Add SPED instructor for primary elementary grades
8) Increase School Psych time and salary schedule
9) Increase Speech & Language Therapist time and salary schedule
10 Begin the kitchen upgrade project at HMS
11) Create a $500,000 reserve for Text Books
12) Continue with the operation of Jumpstart by district staff
13) Add PD days for both classified and certificated (Youth Truth Staff Survey)
14) Contract with an outside consultant for a safety audit, Parent Square, home connectivity
15) Continue to fund the current number of IAs
16) Continue to fund the Mental Health Counselor and the Academic School Counselor
17) Continue to support keeping Facilities in good repair

The Public Hearing for this plan to solicit further stakeholder feedback from the GUSD Board, staff, parents, and community members is scheduled for June 4, 2024, and the Board will consider approval of this plan on June 11, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students in every cohort demographic group will show at least a 5% improvement in academic achievement in all ELA and Math subject area CAASPP and/or local assessment scores each year, and, upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students will increase at least 5% annually.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Annually, district-wide, 29-48% of our students are performing below grade level. With 52-71% of "all students" annually performing at grade level or above and more than 20 points above county and state averages, it is clear that our base program with the current Tier I prevention and support strategies should be maintained. In order to support students that are not at grade level, GUSD must identify individual student needs and barriers and build a menu of Tier II interventions and supports and a system for evaluating effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Gravenstein Elementary ELA CAASPP (2022/23) Scores/dashboard rating/color (State Priorities Focus: 2, 4, 8)	School-wide: Gravenstein Elementary (Grades 3-5): 70.7% met or exceeded standards 29.3% nearly met or not met Dashboard Rating/Color:			School-wide: Gravenstein Elementary (Grades 3-5): 81.8% met or exceeded standards 19.2% nearly met or not met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Very High/Blue Hispanic: 57.1% met or exceeded standards 42.9% nearly met or not met Dashboard Rating/Color: High/Green EL: __% met or exceeded standards __% nearly met or not met (Fewer than 12 students) SWD: 35.7% met or exceeded standards 64.3% nearly met or not met Dashboard Rating/Color: Low/Yellow SED: 60.0% met or exceeded standards 40.0% nearly met or not met Dashboard Rating/Color: High/Green			Dashboard Rating/Color: Very High/Blue Hispanic: 66.1% met or exceeded standards 33.9% nearly met or not met Dashboard Rating/Color: Very High/Blue EL: __% met or exceeded standards __% nearly met or not met Dashboard Rating/Color: SWD: 41.3% met or exceeded standards 58.7% nearly met or not met Dashboard Rating/Color: Medium/Green SED: 69.5% met or exceeded standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					30.5% nearly met or not met Dashboard Rating/Color: Very High/Blue	
1.2	Gravenstein Elementary Mathematics CAASPP (2022/23) Scores/dashboard rating/color (State Priorities Focus: 2, 4, 8)	School-wide: Gravenstein Elementary (Grades 3-5): 65.8% met or exceeded standards 34.2% nearly met or not met Dashboard Rating/Color: High/Green Hispanic: 42.0% met or exceeded standards 58.0% nearly met or not met Dashboard Rating/Color: Medium/Green EL: __% met or exceeded standards __% nearly met or not met (Fewer than 12 students) SWD: 39.3% met or exceeded standards			School-wide: Gravenstein Elementary (Grades 3-5): 76.2% met or exceeded standards 23.8% nearly met or not met Dashboard Rating/Color: Very High/Blue Hispanic: 48.6% met or exceeded standards 51.4% nearly met or not met Dashboard Rating/Color: High/Blue EL: __% met or exceeded standards __% nearly met or not met Dashboard Rating/Color:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60.7% nearly met or not met Dashboard Rating/Color: Low/Orange SED: 45.3% met or exceeded standards 54.7% nearly met or not met Dashboard Rating/Color: Medium/Yellow			SWD: 45.5% met or exceeded standards 54.5% nearly met or not met Dashboard Rating/Color: High/Green SED: 52.4% met or exceeded standards 47.6% nearly met or not met Dashboard Rating/Color: High/Blue	
1.3	Hillcrest Middle ELA CAASPP (2022/23) Scores/dashboard rating/color (State Priorities Focus: 2, 4, 8)	School-wide: Hillcrest Middle (Grades 6-8): 63.5% met or exceeded standards 36.5% nearly met or not met Dashboard Rating/Color: High/Green Hispanic: 53.1% met or exceeded standards			School-wide: Hillcrest Middle (Grades 6-8): 73.5% met or exceeded standards 26.5% nearly met or not met Dashboard Rating/Color: Very High/Blue Hispanic:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		46.9% nearly met or not met Dashboard Rating/Color: Medium/Yellow EL: __% met or exceeded standards __% nearly met or not met (Fewer than 12 students) SWD 14.8% met or exceeded standards 85.2% nearly met or not met Dashboard Rating/Color: Very Low/None SED: 50.4% met or exceeded standards 49.6% nearly met or not met Dashboard Rating/Color: Medium/Yellow			61.5% met or exceeded standards 38.5% nearly met or not met Dashboard Rating/Color: Very High/Blue EL: __% met or exceeded standards __% nearly met or not met Dashboard Rating/Color: SWD: 17.1% met or exceeded standards 82.9% nearly met or not met Dashboard Rating/Color: Low/Green SED: 58.3% met or exceeded standards 41.7% nearly met or not met Dashboard Rating/Color: High/Green	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Hillcrest Middle Mathematics CAASPP (2022/23) Scores/dashboard rating/color (State Priorities Focus: 2, 4, 8)	School-wide: Hillcrest Middle (Grades 6-8): 52.7% met or exceeded standards 47.3% nearly met or not met Dashboard Rating/Color: Medium/Yellow Hispanic: 39.7% met or exceeded standards 60.3% nearly met or not met Dashboard Rating/Color: Medium/Green EL: __% met or exceeded standards __% nearly met or not met (Fewer than 12 students) SWD: 18.5% met or exceeded standards 81.5% nearly met or not met Dashboard Rating/Color:			School-wide: Hillcrest Middle (Grades 6-8): 61.0% met or exceeded standards 39.0% nearly met or not met Dashboard Rating/Color: Very High/Blue Hispanic: 46.0% met or exceeded standards 54.0% nearly met or not met Dashboard Rating/Color: High/Green EL: __% met or exceeded standards __% nearly met or not met Dashboard Rating/Color: SWD: 21.4% met or exceeded standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Very Low/None SED: 46.6% met or exceeded standards 53.4% nearly met or not met Dashboard Rating/Color: Medium/Green			78.6% nearly met or not met Dashboard Rating/Color: Medium/Green SED: 53.9% met or exceeded standards 46.1% nearly met or not met Dashboard Rating/Color: High/Blue	
1.5	Gravenstein Elementary ELA IXL, January 2024 Scores (State Priorities Focus: 2, 4, 8)	School-wide: Gravenstein Elementary (Grades 2-5): 62.4% on or above grade level 37.6% below grade level Hispanic: 57.1% on or above grade level 42.9% below grade level EL: __% on or above grade level __% below grade level (Fewer than 12 students)			School-wide: Gravenstein Elementary (Grades 2-5): 72.2% on or above grade level 27.8% below grade level Hispanic: 66.1% on or above grade level 33.9% below grade level EL: __% on or above grade level __% below grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 29.4% on or above grade level 70.6% below grade level SED: 56.3% on or above grade level 43.7% below grade level			(Fewer than 12 students) SWD: 34.0% on or above grade level 66.0% below grade level SED: 65.2% on or above grade level 34.8% below grade level	
1.6	Gravenstein Elementary Mathematics IXL, January 2024 Scores (State Priorities Focus: 2, 4, 8)	School-wide: Gravenstein Elementary (Grades 2-5): 70.5% on or above grade level 29.5% below grade level Hispanic: 56.4% on or above grade level 43.6% below grade level EL: __% on or above grade level __% below grade level (Fewer than 12 students)			School-wide: Gravenstein Elementary (Grades 2-5): 81.6% on or above grade level 18.4% below grade level Hispanic: 65.3% on or above grade level 34.7% below grade level EL: __% on or above grade level __% below grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 47.5% on or above grade level 52.5% below grade level SED: 59.7% on or above grade level 40.3% below grade level			(Fewer than 12 students) SWD: 55.0% on or above grade level 45.0% below grade level SED: 69.1% on or above grade level 30.9% below grade level	
1.7	Hillcrest Middle School ELA IXL, March 2024 Scores (State Priorities Focus: 2, 4, 8)	School-wide: Hillcrest Middle (Grades 6-8): 55.5% on or above grade level 44.5% below grade level Hispanic: 35.1% on or above grade level 64.9% below grade level EL: __% on or above grade level __% below grade level (Fewer than 12 students)			School-wide: Hillcrest Middle (Grades 6-8): 64.2% on or above grade level 35.8% below grade level Hispanic: 40.6% on or above grade level 59.4% below grade level EL: __% on or above grade level __% below grade level (Fewer than 12 students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 26.3% on or above grade level 73.7% below grade level SED: 43.5% on or above grade level 56.5% below grade level			SWD: 30.4% on or above grade level 69.6% below grade level SED: 50.4% on or above grade level 49.6% below grade level	
1.8	Hillcrest Middle School Mathematics IXL, March 2024 Scores (State Priorities Focus: 2, 4, 8)	School-wide: Hillcrest Middle (Grades 6-8): 35.0% on or above grade level 65.0% below grade level Hispanic: 27.6% on or above grade level 72.4% below grade level EL: __% on or above grade level __% below grade level (Fewer than 12 students) SWD:			School-wide: Hillcrest Middle (Grades 6-8): 40.5% on or above grade level 59.5% below grade level Hispanic: 32.0% on or above grade level 68.0% below grade level EL: __% on or above grade level __% below grade level (Fewer than 12 students) SWD:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14.3% on or above grade level 85.7% below grade level SED: 16.7% on or above grade level 83.3% below grade level			16.6% on or above grade level 83.4% below grade level SED: 19.3% on or above grade level 80.7% below grade level	
1.9	Properly Credentialed Teachers (State Priorities Focus: 1)	0% Teacher Misassignments pursuant to 2023/2024 SARC Report			0% Teacher Misassignments pursuant to 2026/2027 SARC Report	
1.10	Student Access to Instructional Materials (State Priorities Focus: 1)	Zero reports of textbook/materials insufficiency during 2023-2024 Sufficiency of Instructional Materials Public Hearing (October)			Zero reports of textbook/materials insufficiency during 2026-2027 Sufficiency of Instructional Materials Public Hearing (October)	
1.11	Student Access to Instructional Materials (State Priorities Focus: 1)	Zero Williams Settlement Complaints related to instructional materials insufficiency during 2023-2024 quarterly reports			Zero Williams Settlement Complaints related to instructional materials insufficiency during 2026-2027 quarterly reports	
1.12	Student Access to Instructional Materials (State Priorities Focus: 1)	100% of students were provided their own copy of all Instructional Materials pursuant to			100% of students were provided their own copy of all Instructional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the 2023/2024 SARC review			Materials pursuant to the 2026/2027 SARC review	
1.13	Student Achievement for EL students (State Priorities Focus: 4)	At least 75% of non-RSP EL students will score at least "Moderately Developed" or above on the annual Summative ELPAC Assessment (As of 2/1/24: 73% scored "Moderately Developed")			At least 75% of non-RSP EL students will score at least "Moderately Developed" or above on the annual Summative ELPAC Assessment	
1.14	Student Achievement for EL students (State Priorities Focus: 4)	For GUSD, upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students for 2023/2024 was 53%			For GUSD, upon completion of their third full year of enrollment in GUSD, the percentage of reclassified EL students for 2023/2024 will be at least 61%	
1.15	Access to a Broad Course of Study: Access to/Enrollment in Programs/Services developed and provided to unduplicated pupils and individuals with exceptional need (State Priorities Focus: 7)	In 2023/2024, 100% of all TK-5 students, including all unduplicated pupils and students with exceptional needs, received instruction in all core subject areas as well as at least 3 enrichment sessions per week			For 2026/2027, 100% of all TK-5 students, including all unduplicated pupils and students with exceptional needs, will receive instruction in all core subject areas as well as at least 3 enrichment sessions per week	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Access to a Broad Course of Study: Access to/Enrollment in Programs/Services developed and provided to unduplicated pupils and individuals with exceptional need (State Priorities Focus: 7)	In 2023/2024, 100% of all 6th-8th grade students, including all unduplicated pupils and students with exceptional needs, were enrolled in all core subject areas as well as at least 2 electives			For 2026/2027, 100% of all 6th-8th grade students, including all unduplicated pupils and students with exceptional needs, will be enrolled in all core subject areas as well as at least 2 electives	
1.17	Implementation of academic content standards including EL access to CA standards including ELD standards (State Priorities Focus: 2)	In 2023/2024, 100% of all students had access to CCSS including ELD standards			In 2026/2027, 100% of all students will have access to CCSS including ELD standards	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Low class sizes: TK-3 (20-1), 4-5 (24-1), 6-8 (23-1) Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	(Tier 1)Key aspects of the Tier I program includes small class sizes and low student: staff ratios, GUSD class sizes are slated to be between 1 to 4 students less than typical class sizes dependent on grade level, requiring approximately 2.5 additional teaching FTE per year. Small class sizes support greater teacher-student connectedness and increases 1:1 time for students. This action also supports Goals 2&3 as greater connectedness leads to lower absenteeism rates and fewer disruptive behaviors. Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	$380,000.00	No
1.2	0.5 Principal FTE for each site Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	(Tier 1)Each School site will have a full time principal, however, approximately 50% of each principal's time will be spent maintaining a strong base/Tier I program for academics that provides opportunities for strong relationships, universal support and prevention strategies, and additional opportunities for enrichment/elective experiences for all students. These activities increase student connectedness so will support Goals 2 and 3 also. Each principal, as the academic leader of the school, will: use school-wide student data to direct scheduling, insure that all teachers are properly credentialed and assigned, confirm that all students have access to all needed instructional materials, assure that all students have access to enrichments and electives, professional development activities, assurance that all subject area grade level Common Core Standards are addressed, and facilitate parent engagement. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	$184,364.00	No
1.3	0.5 FTE Academic Counselor Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	(Tier 1)The Academic Counselor will spend at least 50% of their work time ensuring that middle school students are appropriately scheduled and parent/student input is solicited in order to access a broad course of study, will work with all teachers on implementing daily Second Step and SEL activities, contribute to and facilitate parent education opportunities, and work with all staff on creating and maintaining a positive campus	$61,296.00	No

Action #	Title	Description	Total Funds	Contributing
		environment. The work of the Academic Counselor will also support students with special education needs pursuant to SELPA guidance as well as supporting EL students pursuant to state and county Title III guidance. These activities increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 2, 3, 4, 5, 6, 7, 8		
1.4	Instructional Materials/Supplies Addresses State Priorities 1, 2, 4, 7, 8	(Tier 1)GUSD will ensure that all students have access to standards aligned (including ELD Standards) instructional materials, supplemental materials, and all needed supplies. This will include the creation of a committee to pilot and recommend to the Board new text book adoptions. Addresses State Priorities 1, 2, 4, 7, 8.	$103,845.00	No
1.5	Instructional Assistants Addresses State Priorities 2, 4, 5, 6, 7, 8	(Tier 1)Instructional Assistants will be hired as classroom support, ingress, egress, recess/break/lunch and general campus supervision, and to provide small group and 1:1 instructional support. The work of the Instructional Assistants will also support students with special education needs pursuant to SELPA guidance as well as supporting EL students pursuant to state and county Title III guidance. Additional adult staff on campus will increase student connectedness and also support Goals 2 and 3. Addresses State Priorities 2, 4, 5, 6, 7, 8.	$937,071.00	No
1.6	1 to 1 student tech devices Addresses State Priorities 1, 2, 4, 5, 7, 8	(Tier 1)GUSD will provide 1 to 1 student tech devices to continue to utilize successful techniques implemented during distance learning such as flipped classrooms, recorded lessons, access to adopted publisher software, and supplemental learning resources. Devices will be available to every student, every day, and will also be utilized to strengthen student 21st Skill acquisition. In the event that in-person instruction is suspended for any amount of time, teachers will have the ability to immediately provide virtual instruction. Addresses State Priorities 1, 2, 4, 5, 7, 8	$40,370.00	No
1.7	ENRICH (Instruction, trips, events)	(Tier 1)Every student will receive some form of elective or enrichment instruction, and will have access to all co-curricular trips and events (ENRICH! is the GUSD magnet program). TK-8 students will have the	$21,661.00	No

Action #	Title	Description	Total Funds	Contributing
	Addresses State Priorities 1, 3, 5, 6, 7, 8	opportunity to receive instruction in music, visual/performing arts, STEM and STREAM, and foreign language (included in Goal 1.1) as well as attend a variety of field trips with parent participation. This action supports student connectedness and will also contribute to Goal 2 and 3 success. Addresses State Priorities 1, 3, 5, 6, 7, 8.		
1.8	Teacher and Instructional Assistant Training Addresses State Priorities 1, 2, 4, 5, 6, 7, 8	(Tier 1)Teachers and Instructional Assistants will receive training and professional development in grade level and subject area topics, pedagogy, SEL and trauma, and other topics throughout the year. This action will also support student connectedness and contribute to Goal 2 and 3. Addresses State Priorities 1, 2, 4, 5, 6, 7, 8.	$19,583.00	No
1.9	Parent Engagement/Communication Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	(Tier 1) GUSD will employ the following actions to enhance parent engagement and communication: classroom and event volunteer opportunities, continued implementation of Parent Square communication platform, assign an employee for website and social media management/updates, continue student progress reports and email/phone communication with parents, conduct periodic parent feedback surveys, and continue Monday Messages weekly updates. Addresses State Priorities 2, 3, 4, 5, 6, 7, 8.	$16,951.00	No
1.10	Student/Parent Handbooks Addresses State Priorities 3, 5, 6, 8	(Tier 1)GUSD will publish and distribute Student/Parent Handbooks to all students and families annually free of charge. Handbooks will contain staff contact information, school calendars, campus guidelines and protocols, policies, support and resource information, student planner and will serve as general resource. This action will also contribute to Goal 2 and 3 success. Addresses State Priorities 3, 5, 6, 8.	$2,000.00	No
1.11	0.25 Principal FTE at each site Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	(Tier II)As mentioned previously, not all students will reach grade level academic proficiency with only Tier I supports. Each School site will have a full time principal, however, approximately 25% of each principal's time will be spent developing and implementing Tier II supports and interventions for any student performing below grade level academically.	$92,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Site principals shall establish assessment systems to guide the identification and monitor the progress of any students in need of Tier II supports/interventions, and ensure that supports/interventions are applied with fidelity. The principal will create a menu of Tier II supports and interventions that are available and ensure that staff, students, and parents are aware of the available services and how to access them. The principal shall facilitate support team meetings for students facing challenges or barriers to grade level academic performance, and ensure that the team has complete profile information for the student, including unduplicated count pupils (EL, Foster, Homeless, or Title I students), as well as any known sources of significant trauma or stress. The principal shall ensure that from each support team, a case manager for the student is assigned (matching case manager skills to student need) to confirm and record baseline student data and information, create a clearly articulated intervention plan, ensure the interventions and supports are implemented with fidelity, collect progress data, and keep the support team informed regarding progress and/or the need to revise or add interventions or supports. If Tier II interventions and support prove to be ineffective, the principal, in consultation with other support team members and the student's family will identify and implement appropriate Tier III strategies. These activities increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8		
1.12	0.15 FTE Mental Health Coordinator Addresses State Priorities 2, 3, 5, 6, 7, 8	(Tier II)GUSD will employ a full time licensed mental health counselor (LMFT), and at least 15% of the counselor's time will be spent as a member of support teams for non-unduplicated count students performing below grade level academically. For some students, the mental health counselor will be appointed as the case manager. The mental health counselor will add a crucial perspective in evaluating student challenges or barriers from a mental health perspective. The mental health counselor will have the ability to work individually with students for several sessions (with parent permission) and interact with and provide guidance for parents and families. The mental health counselor will be trauma-informed, and will consult with other school staff directly interacting with students regarding sources of stress or anxiety as well as providing alternative approaches for staff interacting with students performing below grade level academically. The work of the mental health counselor will increase	$46,494.00	No

Action #	Title	Description	Total Funds	Contributing
		student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 2, 3, 5, 6, 7, 8.		
1.13	Teacher on Special Assignment (TOSA - EL Support) Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	(Tier II)GUSD will employ a full-time certificated Teacher on Special Assignment (TOSA). The TOSA will participate in the ELPAC assessment and reclassification process for EL students, as well as assuring the translation of all parent materials and that a translator is present for all meetings and any communication as needed. The TOSA will serve as a member of support teams for EL students performing below grade level academically. For some students, the TOSA will be appointed as the case manager. The TOSA will add a crucial perspective in evaluating student challenges or barriers from a language acquisition perspective. The TOSA will have the ability to work individually or in small groups with students (with parent permission) and interact with and provide guidance for parents and families. The TOSA will consult with other school staff directly interacting with students regarding language acquisition and will provide additional ELD strategy approaches for staff interacting with EL students performing below grade level academically. The work of the EL Support Teacher will increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8.	$103,125.00	Yes
1.14	Certificated Teachers, 2.45 FTE, 0.35 Program Manager Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	(Tier II)GUSD will employ district-wide 3.5 FTE certificated Early Intervention Teachers, and 0.5 FTE certificated early intervention program manager. This is an increase from 22/23, and the additional support is being added to address district and partner concerns regarding academic challenges for our youngest elementary grade students. It is anticipated that 70% (2.8 FTE) of the time that these teachers work will be focused on unduplicated count students (including EL, Foster, Homeless, or Title I students). The Teachers will serve as case managers for students identified with learning deficits, barriers, or challenges. These Teachers will be responsible for guiding and implementing all intervention plans as well as assessments for additional supports. The Teachers will serve as a member of support teams for students performing below grade level academically. The Teachers will add a crucial perspective in evaluating student challenges or barriers. The Teachers will have the ability to work individually or in small groups with students (with parent permission) and	$369,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interact with and provide guidance for parents and families. The Teachers will consult with other school staff directly interacting with high needs students regarding accommodations, modifications and will provide additional strategy approaches for staff interacting with students performing below grade level academically. The teachers will also be asked to consult on supports for other students. The work of the Teachers will increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8.		
1.15	Early Intervention Instructional Aides Addresses State Priorities 2, 4, 5, 6, 7, 8	(Tier II)GUSD will employ Instructional Aides specifically assigned to the district early intervention teachers to provide classroom support, general campus supervision, and to provide small group and 1:1 instructional support. Additional adult staff on campus will increase student connectedness and also support Goals 2 and 3. Addresses State Priorities 2, 4, 5, 6, 7, 8.	$99,711.00	Yes
1.16	SIPPS, Directed Studies, Learning Labs Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	(Tier II)GUSD will provide staffing, materials, and supplies to support the implementation SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) reading instruction, Directed Studies, and Learning Labs. SIPPS support will be specific to Gravenstein Elementary, and Directed Studies will be specific to Hillcrest Middle; both sites will offer Learning Labs. These individualized supports, with parent permission, will serve as Tier II menu options for support teams as they develop intervention plans for students performing below grade level academically. Additional and personalized contact with adult staff on campus will increase student connectedness and also support Goals 2 and 3. Funding for these services is included in Goal 1, Action 1 and Goal 1 Action 15. Addresses State Priorities 2, 3, 4, 5, 6, 7, 8.	$46,532.00	Yes
1.17	0.49 FTE School Psychologist Addresses State Priorities 1, 3, 4, 5, 6, 7, 8	(Tier II)GUSD will employ a 0.70 FTE credentialed School Psychologist. This is an increase from 23/24, and the additional support is being added to address district and partner concerns regarding academic challenges for our youngest elementary grade students, and it is anticipated that at least 70% of the psychologist's time (0.49 FTE) will be spent as a member of support teams for non-unduplicated count students performing below	$63,161.00	No

Action #	Title	Description	Total Funds	Contributing
		grade level academically. The School Psychologist will be responsible for participating in all Special Education assessments and qualification determinations. The School Psychologist will serve as a member of support teams for RSP students performing below grade level academically. The School Psychologist will add a crucial perspective in evaluating student challenges or barriers from a learning disability perspective. The School Psychologist will have the ability to work individually or in small groups with students (with parent permission) and interact with and provide guidance for parents and families. The School Psychologist will consult with other school staff directly interacting with RSP students regarding accommodations, modifications and will provide additional strategy approaches for staff interacting with RSP students performing below grade level academically. The School Psychologist may also be asked to consult on qualification and/or supports for 504 students. The work of the School Psychologist will increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 1, 3, 4, 5, 6, 7, 8		
1.18	Connectivity (home/campus) Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	(Tier II)GUSD will continue to ensure school site connectivity as well as providing connectivity support and/or equipment to any family that cannot afford or is unsure how to establish reliable home connectivity. As the district endeavors to continue to utilize successful techniques implemented during distance learning such as flipped classrooms, recorded lessons, access to adopted publisher software, and supplemental learning resources, it will be critical that every student have access regardless of the barrier. In the event that in-person instruction is suspended for any amount of time, teachers will have the ability to immediately provide virtual instruction. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	$27,850.00	Yes
1.19	0.35 FTE Mental Health Coordinator, Addresses State Priorities 2, 3, 5, 6, 7, 8	(Tier II)GUSD will employ a full time licensed mental health counselor (LMFT), and at least 35% of the counselor's time will be spent as a member of support teams for unduplicated count students performing below grade level academically. For some students, the mental health counselor will be appointed as the case manager. The mental health counselor will add a crucial perspective in evaluating student challenges or barriers from a mental health perspective. The mental health counselor	$19,926.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will have the ability to work individually with students for several sessions (with parent permission) and interact with and provide guidance for parents and families. The mental health counselor will be trauma-informed, and will consult with other school staff directly interacting with students regarding sources of stress or anxiety as well as providing alternative approaches for staff interacting with students performing below grade level academically. The work of the mental health counselor will increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 2, 3, 5, 6, 7, 8		
1.20	Early Intervention Certificated Teachers, 1.05 FTE teachers, 0.15 FTE Program Manager Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	(Tier II)GUSD will employ district-wide 3.5 FTE certificated Early Intervention Teachers, 0.5 FTE certificated early intervention program manager. This is an increase from 22/23, and the additional support is being added to address district and partner concerns regarding academic challenges for our youngest elementary grade students. It is anticipated that 30% (1.2 FTE) of the time that these teachers work will be focused on non-unduplicated count students. The Teachers will serve as case managers for students identified with learning deficits, barriers, or with a diagnosed learning disability or disabilities. These Teachers will be responsible for guiding and implementing all intervention plans as well as assessments for additional supports. The Teachers will serve as a member of support teams for students performing below grade level academically. The Teachers will add a crucial perspective in evaluating student challenges or barriers from a learning disability. Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	$151,815.00	No
1.21	0.21 FTE School Psychologist Addresses State Priorities 1, 3, 4, 5, 6, 7, 8	(Tier II)GUSD will employ a 0.70 FTE credentialed School Psychologist. This is an increase from 23/24, and the additional support is being added to address district and partner concerns regarding academic challenges for our youngest elementary grade students, and it is anticipated that at least 30% of the psychologist's time (0.21 FTE) will be spent as a member of support teams for unduplicated count students performing below grade level academically. The School Psychologist will be responsible for participating in all assessments and qualification determinations. The School Psychologist will serve as a member of support teams for multiple students (including EL, Foster, Homeless, or Title I students) students	$27,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performing below grade level academically. The School Psychologist will add a crucial perspective in evaluating student challenges or barriers from a learning disability perspective. The School Psychologist will have the ability to work individually or in small groups with students (with parent permission) and interact with and provide guidance for parents and families. The School Psychologist will consult with other school staff directly interacting with students regarding accommodations, modifications and will provide additional strategy approaches for staff interacting with students performing below grade level academically. The School Psychologist may also be asked to consult on qualification and/or supports for 504 students. The work of the School Psychologist will increase student connectedness so will support Goals 2 and 3 also. Addresses State Priorities 1, 3, 4, 5, 6, 7, 8		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students in every grade level cohort demographic group will show at least a one color improvement in chronic absenteeism attendance each year until all are Blue, the district-wide attendance rate will improve by at least 0.2% each year, and the number of students district wide chronically absent will decrease by at least 10% each year, the middle school drop-out will remain at 0%, 100% of facilities will be rated at least "Good" on the annual FIT Report, in-person meetings with the parent/guardian of students classified as truant or chronically absent will increase by at least 1% each year, and GUSD will host at least seven parent/guardian participation/feedback activities annually.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Based on 22/23 data, GUSD Chronic Absenteeism rates are in the red zone for every reporting group on the state dashboard. While the average district-wide attendance rate for the three years prior to the suspension of in-person instruction was 94.5%, the dashboard indicators identify a focus area for needed intervention. During those same pre-COVID years, an average of 37 students per year were chronically absent (68.5% White, 63.8% Female, 24.3% Hispanic). For 22/23, a total of 173 students were chronically absent (22.5% of total enrollment).. Given that level of Chronic Absenteeism it is clear that GUSD must strengthen our Tier I prevention strategies and create an early identification system and a menu of Tier II interventions and supports. Contributing factors to strong attendance rates include having well-maintained facilities and engaging parents in truancy prevention. We did return to our baseline district-wide attendance of 94.5% for 23/24, reversing the impacts of COVID, and showing a 1.45% increase over 22/23. Additionally, we reduced the number of chronically absent students from 22/23 to 23/24 by 59%. GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 82% of students who were deemed either chronically absent or truant in 2023-2024, a 35% increase over the previous year. With our overall attendance rate increasing and the significant decrease in chronic absenteeism for 23/24, we feel confident that our approach will yield positive results on the Dashboard during this three-year LCAP cycle. We are very aware that attendance rates in our county, in the state, and across the country were negatively impacted by COVID, and we will be on the lookout for best practices to incorporate into our MTSS to help support positive attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	22/23 Chronic Absenteeism Dashboard Color (State Priorities Focus: 5)	Gravenstein Elementary: All Students: Red Hispanic: Red Two or more races: n/a EL: n/a SED: Red SWD: Red White: Red Hillcrest Middle: All Students: Red Hispanic: Red Two or more races: n/a SED: Red SWD: n/a White: Red			Gravenstein Elementary: All Students: Green Hispanic: Green Two or more races: n/a EL: n/a SED: Green SWD: Green White: Green Hillcrest Middle: All Students: Green Hispanic: Green Two or more races: n/a SED: Green SWD: n/a White: Green	
2.2	District-Wide Attendance Rate (State Priorities Focus: 5)	22/23 Attendance rate Gravenstein Elementary: 92.8% Hillcrest Middle: 93.3% District: 93.0%			26/27 Attendance rate Gravenstein Elementary: 93.4% Hillcrest Middle: 93.9% District: 93.6%	
2.3	Number of Students Chronically Absent	22/23 Chronically Absent Students			26/27 Chronically Absent Students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(missing 10% or more of instructional minutes) District-Wide (State Priorities Focus: 5)	Gravenstein Elementary: 125 Hillcrest Middle: 48 District: 173			Gravenstein Elementary: 91 Hillcrest Middle: 35 District: 126	
2.4	Middle School Dropout Rate (State Priorities Focus: 5)	2022-2023 Dropout Rate Hillcrest Middle School: 0%			2026-2027 Dropout Rate Hillcrest Middle School: 0%	
2.5	Facilities in Good Repair (State Priorities Focus: 1)	100% of all GUSD facilities received a rating of at least "good" on annual Facilities Inspection Tool (FIT) Reports (2023-2024)			100% of all GUSD facilities will receive a rating of at least "good" on annual Facilities Inspection Tool (FIT) Reports (2026-2027)	
2.6	Parent Involvement (State Priorities Focus: 3)	GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 90% of students who were deemed either chronically absent or truant in 2023-2024.			GUSD will successfully engage a parent/guardian in an in-person meeting with staff for 93% of students who were deemed either chronically absent or truant in 2026-2027.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Parent Involvement (State Priorities Focus: 3)	In 2023-2024, GUSD conducted seven parent/guardian participation/feedback activities, including events with specific invitations for parents/guardians of RSP, Title I, and EL students			In 2026-2027, GUSD will conduct at least seven parent/guardian participation/feedback activities, including events with specific invitations for parents/guardians of RSP, Title I, and EL students	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Facilities in good repair Addresses State Priority 1	(Tier I)Students are less likely to attend regularly if our campuses are in disrepair or look rundown. This Tier I action will create inviting and enjoyable campus environments, provide teacher flexibility to conduct outdoor lessons, and will also support Goals 1 and 3.	$483,725.00	No
2.2	0.75 School Secretary FTE Addresses State Priority 5	(Tier I)GUSD will create and formalize our Tier I support and prevention strategies, including: notification to families about the importance of consistent attendance and to avoid trips and other preventable absences during times when school is in session, consistent use of direct contact and truancy letter #1 when students are absent, development and use of attendance logs documenting reasons for absences, positive attendance recognition, thorough review of independent study requests prior to approval. Each school secretary will take the lead for their respective site in the development and implementation of these strategies. This action will specifically address all students at both schools and will reduce the only "Red" GUSD School Dashboard rating, chronic absenteeism. GUSD will employ a 1.0 FTE School Secretary at Hillcrest Middle School and 2.0 FTE School Secretary at Gravenstein Elementary, and approximately 25% of each Secretary's time will be spent providing truancy prevention and attendance data collection. Our School Secretaries are responsible for front-line communication with families and students regarding attendance issues, and are therefore perfectly positioned to implement truancy prevention strategies by clarifying legal guidelines for absence excuses, encouraging families to plan trips or appointments during non-school days or times, and generally encouraging regular attendance. This position is also responsible for attendance data tracking, and therefore will have the best ability to identify potential attendance issues for individual students and facilitate early intervention through communication with parents/families, administrators, teachers, counselors and any other staff supporting an individual student. Regular attendance is also a key component of academic success, so this action will also support Goal 1.	$59,357.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Truancy Prevention Training Addresses State Priority 5	(Tier I)All GUSD staff can have an impact on student attendance. We will provide our School Secretaries with legal documentation and best practices training, administrators with legal and truancy prevention team training, and all staff with trauma-informed practices training to raise awareness of potential sources of stress or anxiety for students that could lead to absenteeism. Staff can also receive training for best practices for implementing truancy prevention strategies by clarifying legal guidelines for absence excuses, encouraging families to plan trips or appointments during non-school days or times, and generally encouraging regular attendance. This action will specifically address all students at both schools and will reduce the only "Red" GUSD School Dashboard rating, chronic absenteeism. Regular attendance is also a key component of academic success, so this action will also support Goal 1.	$1,000.00	No
2.4	0.3 School Secretary FTE, 0.25 School Principal FTE, 0.25 FTE Academic Counselor, 0.25 FTE Mental Health Coordinator Addresses State Priorities 3, 5	(Tier II) GUSD will create and maintain a system for early identification of individual student chronic absenteeism or truancy, with a menu of Tier II supports/interventions to be applied at any time a student has two or more days of unexcused absence or after 30 school days and a student is absent more than 10% of those days for any reason. Multiple staff members will be responsible for the identification and implementation of Tier II interventions, including, truancy letter notification, participation as a support team member in any type of meeting addressing attendance concerns including SSTs, School Attendance Review Teams (SARTs), and School Attendance Review Boards SARBSs). Four different staff positions will be critical participants, and will bring a particular perspective to the identification of individual student challenges and barriers to regular attendance. The four positions at each site and approximate percentage of their work hours that will be dedicated specifically to unduplicated students in support of this action are as follows: 1)School Secretary (10%), 2)School Principal (12.5%), 3)Academic Counselor (25%), 4)Mental Health Counselor (25%). Each of these positions will contribute to identification of antecedents or causes for missing school, developing and implementing individualized interventions, recording baseline data, and establishing improvement goals. Once interventions are applied with fidelity, current performance data will be recorded and reported for the remainder of the	$133,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school year. Depending on the needs of the student, a person in any one of these four positions could become the case manager for this student. If truancy continues or if absenteeism rate remains above 10%, Tier III interventions (Referral to County SARB, District Attorney, Law Enforcement, Probation, referral to home district if applicable, other) will be applied, and the staff in these four positions will be responsible for implementation of Tier III interventions as well. This action will specifically address all students at both schools and will reduce the only "Red" GUSD School Dashboard rating, chronic absenteeism. Regular attendance is also a key component of academic success, so this action will also support Goal 1.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	As a result of the implementation of MTSS practices with fidelity, students in every grade level cohort demographic group will show at least a 3% reduction in behaviors that result in a class or school disruption each year, there will be at least a 50% reduction in out of school suspensions and at least a 25% reduction in in-school suspensions and expulsions compared to 22/23 school totals, and the Dashboard color for school wide suspensions will improve at least one color each year until Blue, GUSD staff will conduct an in-person meeting with the parent/guardian of any suspended student, and school safety and connectedness ratings will increase by at least 1% per year.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on 22/23 data, the suspension rate for All Students at Gravenstein Elementary was in the yellow zone on the state dashboard (Two or More Races, Students with Disabilities, and Title I were orange). The suspension rate for All Students at Hillcrest was orange (Two or more Races, Hispanic, White, Title I, were also orange). There were a total of 19 out of school suspensions in 22/23 (16 at Hillcrest, 3 at Gravenstein). Our baseline data on our previous LCAP was collected from the 18/19 school year, prior to the interruption of in-person instruction and the chaos created by the COVID Pandemic. This interruption in the development and improvement of our MTSS, as well as the resulting negative impact on student behavior and typical social emotional growth is a major factor to include when assessing the effectiveness or ineffectiveness of our specific actions. As a result of the implementation of MTSS practices with fidelity, students in every grade level cohort demographic group did show at least a 3% reduction in behaviors that resulted in a class or school disruption each year, there was a 35% reduction in out of school suspensions, a 15% reduction in in-school suspensions, and an 83% reduction in expulsions compared to 18/19 school totals. The Dashboard color for school wide suspensions at Hillcrest improved from Red to Orange and remained at Yellow for Gravenstein Elementary. GUSD staff conducted an in-person meeting with the parent/guardian of every suspended student, and school safety and connectedness ratings on the California Healthy Kids Survey increased at Gravenstein Elementary by at least 6% for 19/20 to 21/22 on both measures, while ratings increased by 5% and 7% respectively during the same time period at Hillcrest. GUSD switched to the Youth Truth survey for the 23/24 school year and that data will become the new baseline for our next LCAP cycle. With our overall positive gains on our measures of student behavior, we feel confident that our approach will continue to yield positive results on the Dashboard during this three-year LCAP cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Out of school suspension (State Priorities Focus: 6)	22/23 School Totals: Gravenstein Elementary: 3 Dashboard color: Yellow Hillcrest Middle: 16 Dashboard Color: Orange			26/27 Targeted School Totals: Gravenstein Elementary: 0 Dashboard color: Blue Hillcrest Middle: 4 Dashboard Color: Blue	
3.2	In-school suspension (State Priorities Focus: 6)	22/23 School Totals: Gravenstein Elementary: 3 Hillcrest Middle: 17			26/27 Targeted School Totals: Gravenstein Elementary: 0 Hillcrest Middle: 7	
3.3	Expulsions (State Priorities Focus: 6)	22/23 School Totals: Gravenstein Elementary: 0 Hillcrest Middle: 0			26/27 Targeted School Totals: Gravenstein Elementary: 0 Hillcrest Middle: 0	
3.4	Office Referrals (State Priorities Focus: 6)	22/23 School Totals: Gravenstein Elementary: 53 Hillcrest Middle: 68			26/27 Targeted School Totals: Gravenstein Elementary: 48 Hillcrest Middle: 62	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Parent Involvement (State Priorities Focus: 3)	GUSD successfully engaged a parent/guardian in an in-person meeting with staff for 100% of students who were suspended from school during the 2022/23 school year.			GUSD will successfully engage a parent/guardian in an in-person meeting with staff for 100% of students who were suspended from school during the 2026/27 school year.	
3.6	School Climate (State Priorities Focus: 3, 6)	2022/23 Parent/Guardian Survey: 94% of parents/guardians somewhat or strongly agree that their child's school is a safe place for their student. 87% of parents/guardians somewhat or strongly agree that their child's school encourages them to be an active partner with the school in educating my child.			2026/27 Parent/Guardian Survey Targets: 97% of parents/guardians will somewhat or strongly agree that their child's school is a safe place for their student. 90% of parents/guardians will somewhat or strongly agree that their child's school encourages them to be an active partner with the school in educating my child.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	School Climate (State Priorities Focus: 3, 6)	2021/2022 California Healthy Kids Survey: Gravenstein Elementary 5th graders: 88% feel connected to school 98% feel safe at school Hillcrest Middle 7th graders: 79% feel connected to school 72% perceive school as safe or very safe			GUSD will be changing to the Youth Truth Student Survey, student data for 23/24 will be reported in the 23/24 LCAP update.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Second Step, ACEs/SEL Training, Addresses State Priorities: 5, 6	(Tier I)GUSD will continue implementing our Tier I support and prevention strategies, including training for continued implementation of daily classroom SEL activities including: ACEs and Trauma-Informed training for all staff, training for teacher-selected and directed SEL activities, including Second Step, development and use of progressive discipline framework that includes restorative practices where applicable, and adding documentation of playground loss of privilege. Each school principal will take the lead for their respective site in the development and implementation of these training opportunities. Positive behavioral choices also positively impact academic performance and attendance, therefore these actions also support Goals 1 and 2.	$2,500.00	No
3.2	School Climate Addresses State Priorities: 5, 6	(Tier I)A positive school climate starts with a commitment to life skills, clear expectations, and common language. Using the research and findings from Dr. Jeffrey Sprague, Professor of Special Education and Director of the University of Oregon Institute on Violence and Destructive Behavior, GUSD starts with "be safe, be respectful, be responsible" as common language that is shared with students and is the basis for any behavioral re-directs. Each school site will hold a variety of presentations and assemblies to students related to life skills, behavior expectations, campus spirit themes and safe school climate. Additionally, each site will have staff supervised intramural and student government programs. Classroom spirit competitions and incentives for positive campus activities will be organized and implemented by staff. Positive behavioral choices also positively impact academic performance and attendance, therefore these actions also support Goals 1 and 2.	$7,500.00	No
3.3	Playground/Campus Supervision, 0.25 FTE Academic Counselor, 0.125 FTE Site Principal at each site,	(Tier I)GUSD will develop and implement a system of documenting classroom/playground office referrals or loss of privilege. These lower level behaviors, when repeated, often lead to more significant behaviors if early intervention is not implemented. Each school principal will take the lead for their respective site in the development and implementation a process for documenting and tracking these behaviors, being mindful of repeat offenses for individual students or patterns in times, types, or	$75,560.00	No

Action #	Title	Description	Total Funds	Contributing
	Addresses State Priorities: 5, 6	locations of events. With this data, school sites, led by their principal and our academic counselor, can develop personal interventions with parent involvement, as well as campus-wide these strategies specific to any detected patterns. Positive behavioral choices also positively impact academic performance and attendance, therefore these actions also support Goals 1 and 2.		
3.4	Campus Climate Training including Diversity, Equity, and Inclusion Addresses State Priorities: 5, 6	(Tier I)The GUSD Board approved the GUSD Resolution on Racial Justice, Equity and Inclusion in September 2020. As we continue to implement the actions of this resolution, specifically those focused on campus climate, administration and union leadership will pursue training opportunities and programs to gain new insights and information about our campus climates and afford us the opportunity to strengthen our efforts to achieve greater diversity, equity, and inclusion.	$10,000.00	No
3.5	0.25 FTE Mental Health Coordinator, Addresses State Priorities: 5, 6	(Tier II)GUSD will employ a full time licensed mental health counselor (LMFT), and at least 25% of the counselor's time will be spent as a member of support teams for unduplicated count students experiencing challenges related to behavioral choices. For some students, the mental health counselor will be appointed as the case manager. The mental health counselor will add a crucial perspective in evaluating student challenges or barriers from a mental health perspective. GUSD will continue using our system for early identification of individual student behavior challenges (initiated with any out of school suspension, a second in-school suspension, or four or more discipline incidents of any kind) and a menu of Tier II supports/interventions to be applied at any time a student is identified as needing Tier II services. School Attendance Review Team (SART) meetings, School Attendance Review Board (SARB), SST, or any parent/student meetings where antecedents or causes for behavior issues are identified, individualized interventions are planned and implemented, baseline data is recorded, and improvement goals are established. Once interventions are applied with fidelity, current performance data will be recorded and reported for the remainder of the school year. If behavior issues causing loss of instructional time persist, Tier III interventions	$33,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Schedule/placement modification, Referral to County SARB, Law Enforcement, Probation, referral to home district if applicable, other) will be applied (Tier III). Our Mental Health Coordinator will work with each site principal, our academic counselor, and all site staff to implement this system. For any unduplicated count student that is in need of Tier II or Tier III behavioral intervention support, the Mental Health Coordinator will typically be the case manager and will work closely with the student, family, staff involved in direct services for the student, and any outside agency working with the student and family.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$515,812	$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
6.171%	0.000%	$0.00	6.171%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	**Action:** 0.25 Principal FTE at each site Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8 **Need:** Any time a student is below grade level on a state or local assessment, has a teacher evaluation showing below grade level performance (including any letter grade lower than a "C"), and/or is absent more than 10% of the instructional time, and/or receives an out of	Each School site will have a full time principal, however, approximately 25% of each principal's time will be spent developing and implementing Tier II supports and interventions for unduplicated count students performing below grade level academically. Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II interventions. More 1:1 attention, greater connectedness to a significant adult, and a	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school suspension. Currently, 25-50% of our students are performing below grade level depending on the demographic group and the assessment, meaning that our Tier I base program is not providing the sufficient amount of academic support. This action facilitates early identification, provides a diagnosis of barriers and challenges, and enables the early application of additional appropriate Tier II supports based on individual student need. **Scope:** LEA-wide	personalized approach lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance. While all students will benefit from this service and is being offered on an LEA-wide basis, this portion of the site principal FTE at each site will be principally directed to the needs of unduplicated pupils.	
1.14	**Action:** Certificated Teachers, 2.45 FTE, 0.35 Program Manager Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8 **Need:** Any time a student is below grade level on a state or local assessment, has a teacher evaluation showing below grade level performance (including any letter grade lower than a "C"), and/or is absent more than 10% of the instructional time, and/or receives an out of school suspension. Currently, 25-50% of our students are performing below grade level depending on the demographic group and the assessment, meaning that our Tier I base program is not providing the sufficient amount of academic support. This Tier II support is applied after the identification of deficits, provides detailed information regarding barriers and challenges, enhances parent	GUSD will employ 3.5 FTE certificated Early Intervention Teachers, 0.5 FTE certified early intervention/resource program manager. This is an increase from 22/23, and the additional support is being added to address district and partner concerns regarding academic challenges for our youngest elementary grade students. It is anticipated that 70% of the time that these teachers work will be focused on unduplicated count students. Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more small group and 1:1 attention and greater connectedness to a significant adult are critical for successful Tier II interventions. More 1:1 attention and greater connectedness to a significant adult typically lowers cortisol levels, prevents "fight, flight, freeze," and yields greater student academic performance. Our highest needs students, including EL, Title I, Homeless and Foster Youth will have early intervention services through our Learning Lab (small group or 1:1, instruction	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	communication and provides needed individual and small group targeted instruction based on individual student need. **Scope:** LEA-wide	focused on specific academic deficits) from these Teachers focused on their specific academic needs. This service is being offered on an LEA-wide basis; all students below grade level will benefit from additional support.	
1.16	**Action:** SIPPS, Directed Studies, Learning Labs Addresses State Priorities 2, 3, 4, 5, 6, 7, 8 **Need:** Any time a student is below grade level on a state or local assessment, has a teacher evaluation showing below grade level performance (including any letter grade lower than a "C"), and/or is absent more than 10% of the instructional time, and/or receives an out of school suspension. Currently, 25-50% of our students are performing below grade level depending on the demographic group and the assessment, meaning that our Tier I base program is not providing the sufficient amount of academic support. This Tier II support is applied after the identification of deficits, provides detailed information regarding barriers and challenges and needed individual and small group targeted instruction based on individual student need. **Scope:** LEA-wide	Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more 1:1 or small group attention and greater connectedness to a significant adult are critical for successful Tier II interventions. More 1:1 attention and greater connectedness to a significant adult typically lowers cortisol levels, prevents "fight, flight, freeze," and yields greater student academic performance. Our highest needs students, including EL, Title I, Homeless and Foster Youth will have early intervention services through our Learning Lab (small group or 1:1, instruction focused on specific academic deficits), Directed Studies and/or will receive SIPPS instruction focused on their specific academic needs. This service is being offered on an LEA-wide basis; all students below grade level will benefit from additional support.	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.18	**Action:** Connectivity (home/campus) Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8 **Need:** Any family that reports connectivity issues or that any staff member identifies as a need based on interaction and conversation with families. Throughout the suspension of in-person instruction during COVID and over the last two years, request for home connectivity have come exclusively from families with students that qualify as Title I, EL, or Foster Youth. **Scope:** LEA-wide	(Tier II)District technology staff will be informed of any family facing connectivity challenges and will be provided the resources to meet any family needs that arise to ensure connectivity for the home. Throughout the suspension of in-person instruction during COVID and over the last two years, request for home connectivity have come exclusively from families with students that qualify as Title I, EL, or Foster Youth. It is especially critical for the academic growth of students to have home connectivity to our school-based server and communication with district staff. This service is being offered on an LEA-wide basis because connectivity for all of our families is an essential part of parent engagement and providing opportunities for families to support their GUSD student(s).	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).
1.19	**Action:** 0.35 FTE Mental Health Coordinator, Addresses State Priorities 2, 3, 5, 6, 7, 8 **Need:** Any time a student is below grade level on a state or local assessment, has a teacher evaluation showing below grade level performance (including any letter grade lower than a "C"), and/or is absent more than 10% of the instructional time, and/or receives an out of school suspension. Currently, 25-50% of our students are performing below grade level depending on the demographic group and the assessment, meaning that our Tier I base program is not providing the sufficient amount	GUSD will employ a full time licensed mental health counselor (LMFT), and at least 35% of the counselor's time will be spent as a member of support teams for unduplicated count students performing below grade level academically. Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II interventions. The work of the Mental Health Coordinator will provide the district with significant assessment information to determine the most appropriate targeted interventions and identify adult support staff in the most advantageous position to deliver support. More 1:1 attention, greater connectedness to a significant adult, and a personalized approach lowers cortisol levels,	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of academic support. This action facilitates early identification of existing or potential mental health issues, provides a diagnosis of barriers and challenges, and enables the early application of additional appropriate Tier II and possibly Tier III supports based on individual student need. **Scope:** LEA-wide	prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance. While all students will benefit from this service, this portion of the Mental Health Coordinator FTE, offered on an LEA-wide basis, will be principally directed to the needs of unduplicated pupils.	
1.21	**Action:** 0.21 FTE School Psychologist Addresses State Priorities 1, 3, 4, 5, 6, 7, 8 **Need:** Any time a student is below grade level on a state or local assessment, has a teacher evaluation showing below grade level performance (including any letter grade lower than a "C"), and/or is absent more than 10% of the instructional time, and/or receives an out of school suspension. Currently, 25-50% of our students are performing below grade level depending on the demographic group and the assessment, meaning that our Tier I base program is not providing the sufficient amount of academic support. This action facilitates early identification of existing or potential learning disabilities and/or mental health issues, provides a diagnosis of barriers and challenges, and enables the early application of additional appropriate Tier II and possibly Tier III supports based on individual student need.	GUSD will employ a 0.70 FTE credentialed School Psychologist. This is an increase from 23/24, and the additional support is being added to address district and partner concerns regarding academic challenges for our youngest elementary grade students, and it is anticipated that at least 30% of the psychologist's time (0.21 FTE) will be spent as a member of support teams for unduplicated count students performing below grade level academically. Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II interventions. The work of the School Psychologist will provide the district with significant assessment information to determine the most appropriate targeted interventions and identify adult support staff in the most advantageous position to deliver support. More 1:1 attention, greater connectedness to a significant adult, and a personalized approach lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance. While all students	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	will benefit from this service, offered on an LEA-wide basis, this portion of the School Psychologist FTE will be principally directed to the needs of unduplicated pupils.	
2.4	**Action:** 0.3 School Secretary FTE, 0.25 School Principal FTE, 0.25 FTE Academic Counselor, 0.25 FTE Mental Health Coordinator Addresses State Priorities 3, 5 **Need:** Any time a student is below grade level on a state or local assessment, has a teacher evaluation showing below grade level performance (including any letter grade lower than a "C"), and/or is absent more than 10% of the instructional time, and/or receives an out of school suspension. For 23/24, 42% of our students were chronically absent, meaning that our Tier I base program is not providing the sufficient amount of attendance support. This action will contribute to identification of antecedents or causes for missing school, developing and implementing individualized interventions, recording baseline data, and establishing improvement goals. This action will also facilitate the early application of additional appropriate Tier II and possibly Tier III supports based on individual student need. **Scope:** LEA-wide	The four positions at each site and approximate percentage of their work hours that will be dedicated specifically to unduplicated students in support of this action are as follows: 1)School Secretary (10%), 2)School Principal (12.5%), 3)Academic Counselor (25%), 4)Mental Health Counselor (25%). Each of these positions will contribute to identification of antecedents or causes for missing school, developing and implementing individualized interventions, recording baseline data, and establishing improvement goals. Once interventions are applied with fidelity, current performance data will be recorded and reported for the remainder of the school year. Depending on the needs of the student, a person in any one of these four positions could become the case manager for this student. Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II interventions. More 1:1 attention, greater connectedness to a significant adult, and a personalized approach lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance. While all students will benefit from these services, offered on an LEA-wide basis, these portions of the FTE for each position at each site will be principally directed to the needs of unduplicated pupils.	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** 0.25 FTE Mental Health Coordinator, Addresses State Priorities: 5, 6 **Need:** Any time a student is below grade level on a state or local assessment, has a teacher evaluation showing below grade level performance (including any letter grade lower than a "C"), and/or is absent more than 10% of the instructional time, and/or receives an out of school suspension. For 23/24, more than 6% of our students experienced an in school or out of school suspension, and 27 of our students were repeat offenders, meaning that our Tier I base program is not providing the sufficient amount mental health behavioral support. Recidivism related to discipline issues often leads to poor attendance and academic performance, and is directly related to individual students dropping out of school, particularly unduplicated count students. This action will contribute to identification of antecedents or causes for behavioral challenges, developing and implementing individualized interventions, recording baseline data, and establishing improvement goals. This action will also facilitate the early application of additional appropriate Tier II and possibly Tier III supports based on individual student need. **Scope:**	GUSD will employ a full time licensed mental health counselor (LMFT), and at least 25% of the counselor's time will be spent as a member of support teams for unduplicated count students experiencing challenges related to behavioral choices. For some students, the mental health counselor will be appointed as the case manager. The mental health counselor will add a crucial perspective in evaluating student challenges or barriers from a mental health perspective. Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II interventions. More 1:1 attention, greater connectedness to a significant adult, and a personalized approach lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance. While all students will benefit from this service, offered LEA-wide, this portion of the Mental Health Coordinator FTE will be principally directed to the needs of unduplicated pupils.	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.13	**Action:** Teacher on Special Assignment (TOSA - EL Support) Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8 **Need:** Any time an EL student is below grade level on a state or local assessment, has a teacher evaluation showing below grade level performance (including any letter grade lower than a "C"), and/or is absent more than 10% of the instructional time, and/or receives an out of school suspension. Currently, 25-50% of our EL students are performing below grade level depending on the assessment, meaning that our Tier I base program is not providing the sufficient amount of academic support. This action facilitates early identification, provides a diagnosis of barriers and challenges, enhances parent communication and engagement, removes language barriers, and enables the early application of additional	Due to the challenges and barriers for many EL students, the opportunity to receive targeted and individualized strategic supports is critical for successful Tier II interventions. More 1:1 attention, greater connectedness to a significant adult, and a personalized approach lowers cortisol levels, prevents "fight, flight, freeze," and typically leads to more effective and focused cognitive processing and yields greater student academic performance.	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	appropriate Tier II supports based on individual student need. **Scope:** Limited to Unduplicated Student Group(s)		
1.15	**Action:** Early Intervention Instructional Aides Addresses State Priorities 2, 4, 5, 6, 7, 8 **Need:** Any time a student is below grade level on a state or local assessment, has a teacher evaluation showing below grade level performance (including any letter grade lower than a "C"), and/or is absent more than 10% of the instructional time, and/or receives an out of school suspension. Currently, 25-50% of our students are performing below grade level depending on the demographic group and the assessment, meaning that our Tier I base program is not providing the sufficient amount of academic support. While all students will benefit from this service, this portion of the IA salaries at each site will be principally directed to the needs of unduplicated pupils. This Tier II support is applied after the identification of deficits, provides needed individual and small group targeted instruction based on individual student need, and enhances social emotional health and growth by providing additional significant adults with whom students can interact. **Scope:**	(Tier II)Due to the challenges and barriers for many students in these demographic groups, the opportunity to receive more small group and 1:1 attention and greater connectedness to a significant adult are critical for successful Tier II interventions. More 1:1 attention and greater connectedness to a significant adult typically lowers cortisol levels, prevents "fight, flight, freeze," and yields greater student academic performance. Our highest needs students, including EL, Title I, Homeless and Foster Youth will have early intervention services through our Learning Lab (small group or 1:1, instruction focused on specific academic deficits) from these Teachers focused on their specific academic needs.	Academic performance (Goal 1), attendance (Goal 2), and behavior (Goal 3).

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

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

Total Supplemental funding: $515,812. District = $27,081 (3.25%); Gravenstein Elementary = $290,315 (6.14%); Hillcrest Middle = $198,416 (7.09%)

Additional Concentration Grant Funding

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

GUSD does not qualify for Concentration Grant Funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$8,358,070	515,812	6.171%	0.000%	6.171%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,605,785.00	$0.00	$15,000.00	$0.00	$3,620,785.00	$3,264,150.00	$356,635.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Low class sizes: TK-3 (20-1), 4-5 (24-1), 6-8 (23-1) Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	All	No				On going	$380,000.00	$0.00	$380,000.00				$380,000.00	
1	1.2	0.5 Principal FTE for each site Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	All	No				On going	$184,364.00	$0.00	$184,364.00				$184,364.00	
1	1.3	0.5 FTE Academic Counselor Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	All	No				On going	$61,296.00	$0.00	$61,296.00				$61,296.00	
1	1.4	Instructional Materials/Supplies Addresses State Priorities 1, 2, 4, 7, 8	All	No				On going	$0.00	$103,845.00	$103,845.00				$103,845.00	
1	1.5	Instructional Assistants Addresses State Priorities 2, 4, 5, 6, 7, 8	All	No				On going	$937,071.00	$0.00	$937,071.00				$937,071.00	
1	1.6	1 to 1 student tech devices Addresses State Priorities 1, 2, 4, 5, 7, 8	All	No				On going	$0.00	$40,370.00	$40,370.00				$40,370.00	
1	1.7	ENRICH (Instruction, trips, events) Addresses State Priorities 1, 3, 5, 6, 7, 8	All	No				On going	$21,661.00	$0.00	$21,661.00				$21,661.00	
1	1.8	Teacher and Instructional Assistant Training	All	No				On going	$0.00	$19,583.00	$19,583.00				$19,583.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Addresses State Priorities 1, 2, 4, 5, 6, 7, 8														
1	1.9	Parent Engagement/Communication Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	All	No				On going	$8,800.00	$8,151.00	$16,951.00				$16,951.00	
1	1.10	Student/Parent Handbooks Addresses State Priorities 3, 5, 6, 8	All	No				On going	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.11	0.25 Principal FTE at each site Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$92,182.00	$0.00	$92,182.00				$92,182.00	
1	1.12	0.15 FTE Mental Health Coordinator Addresses State Priorities 2, 3, 5, 6, 7, 8	All Students with Disabilities	No				On going	$46,494.00	$0.00	$46,494.00				$46,494.00	
1	1.13	Teacher on Special Assignment (TOSA - EL Support) Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On going	$103,125.00	$0.00	$103,125.00				$103,125.00	
1	1.14	Certificated Teachers, 2.45 FTE, 0.35 Program Manager Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$354,235.00	$15,000.00	$354,235.00		$15,000.00		$369,235.00	
1	1.15	Early Intervention Instructional Aides Addresses State Priorities 2, 4, 5, 6, 7, 8	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On going	$99,711.00	$0.00	$99,711.00				$99,711.00	
1	1.16	SIPPS, Directed Studies, Learning Labs Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$46,532.00	$0.00	$46,532.00				$46,532.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	0.49 FTE School Psychologist Addresses State Priorities 1, 3, 4, 5, 6, 7, 8	All	No				On going	$63,161.00	$0.00	$63,161.00				$63,161.00	
1	1.18	Connectivity (home/campus) Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$0.00	$27,850.00	$27,850.00				$27,850.00	
1	1.19	0.35 FTE Mental Health Coordinator, Addresses State Priorities 2, 3, 5, 6, 7, 8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$19,926.00	$0.00	$19,926.00				$19,926.00	
1	1.20	Early Intervention Certificated Teachers, 1.05 FTE teachers, 0.15 FTE Program Manager Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	All Students with Disabilities	No				On going	$151,815.00	$0.00	$151,815.00				$151,815.00	
1	1.21	0.21 FTE School Psychologist Addresses State Priorities 1, 3, 4, 5, 6, 7, 8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$27,069.00	$0.00	$27,069.00				$27,069.00	
2	2.1	Facilities in good repair Addresses State Priority 1	All	No				On going	$364,889.00	$118,836.00	$483,725.00				$483,725.00	
2	2.2	0.75 School Secretary FTE Addresses State Priority 5	All	No				On going	$59,357.00	$0.00	$59,357.00				$59,357.00	
2	2.3	Truancy Prevention Training Addresses State Priority 5	All	No				On going	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.4	0.3 School Secretary FTE, 0.25 School Principal FTE, 0.25 FTE Academic Counselor, 0.25 FTE Mental Health Coordinator Addresses State Priorities 3, 5	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$133,692.00	$0.00	$133,692.00				$133,692.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Second Step, ACEs/SEL Training, Addresses State Priorities: 5, 6	All	No				On going	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.2	School Climate Addresses State Priorities: 5, 6	All	No				On going	$0.00	$7,500.00	$7,500.00				$7,500.00	
3	3.3	Playground/Campus Supervision, 0.25 FTE Academic Counselor, 0.125 FTE Site Principal at each site, Addresses State Priorities: 5, 6	All	No				On going	$75,560.00	$0.00	$75,560.00				$75,560.00	
3	3.4	Campus Climate Training including Diversity, Equity, and Inclusion Addresses State Priorities: 5, 6	All	No				On going	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.5	0.25 FTE Mental Health Coordinator, Addresses State Priorities: 5, 6	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$33,210.00	$0.00	$33,210.00				$33,210.00	

2024-25 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
$8,358,070	515,812	6.171%	0.000%	6.171%	$937,532.00	0.000%	11.217 %	**Total:**	$937,532.00
								LEA-wide Total:	$734,696.00
								Limited Total:	$202,836.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	0.25 Principal FTE at each site Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,182.00	
1	1.13	Teacher on Special Assignment (TOSA - EL Support) Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$103,125.00	
1	1.14	Certificated Teachers, 2.45 FTE, 0.35 Program Manager Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$354,235.00	
1	1.15	Early Intervention Instructional Aides Addresses State Priorities 2, 4, 5, 6, 7, 8	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$99,711.00	
1	1.16	SIPPS, Directed Studies, Learning Labs Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,532.00	

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	1.18	Connectivity (home/campus) Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,850.00	
1	1.19	0.35 FTE Mental Health Coordinator, Addresses State Priorities 2, 3, 5, 6, 7, 8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,926.00	
1	1.21	0.21 FTE School Psychologist Addresses State Priorities 1, 3, 4, 5, 6, 7, 8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,069.00	
2	2.4	0.3 School Secretary FTE, 0.25 School Principal FTE, 0.25 FTE Academic Counselor, 0.25 FTE Mental Health Coordinator Addresses State Priorities 3, 5	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,692.00	
3	3.5	0.25 FTE Mental Health Coordinator, Addresses State Priorities: 5, 6	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,210.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,186,378.00	$9,274,698.00

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	Low class sizes: TK-3 (20-1) 4-5 (24-1) 6-8 (23-1), Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	No	$5,942,275.00	$5,767,407
1	1.2	0.5 Principal FTE for each site, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	No	$207,412.00	$191,151
1	1.3	0.5 FTE Academic Counselor, Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	No	$61,883.00	$56,090
1	1.4	Instructional Materials/Supplies, Addresses State Priorities 1, 2, 4, 7, 8	No	$346,549.00	$194,762
1	1.5	Instructional Assistants, Addresses State Priorities 2, 4, 5, 6, 7, 8	No	$1,423,408.00	$1,157,760
1	1.6	1 to 1 student tech devices, Addresses State Priorities 1, 2, 4, 5, 7, 8	No	$33,000.00	$19,035
1	1.7	ENRICH (Instruction, trips, events), Addresses State Priorities 1, 3, 5, 6, 7, 8	No	$296,536.00	$260,332
1	1.8	Teacher and Instructional Assistant Training, Addresses State Priorities 1, 2, 4, 5, 6, 7, 8	No	$17,750.00	$5,340
1	1.9	Parent Engagement/Communication, Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	No	$17,107.00	$9,545
1	1.10	Student/Parent Handbooks, Addresses State Priorities 3, 5, 6, 8	No	$3,200.00	$3,002

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	0.25 Principal FTE at each site, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$103,706.00	$95,575
1	1.12	0.35 FTE Mental Health Coordinator, Addresses State Priorities 2, 3, 5, 6, 7, 8	Yes	$39,906.00	$51,046
1	1.13	EL Support Teacher, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$114,928.00	$117,666
1	1.14	Certificated Teachers, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$262,039.00	$354,235
1	1.15	Early Intervention Instructional Aides, Addresses State Priorities 2, 4, 5, 6, 7, 8	No	$67,085.00	$60,031
1	1.16	SIPPS, Directed Studies, Learning Labs, Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	Yes	$0.00	$0
1	1.17	0.42 FTE School Psychologist, Addresses State Priorities 1, 3, 4, 5, 6, 7, 8	Yes	$60,509.00	$80,018
1	1.18	Connectivity (home/campus), Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$10,328.00	$10,500
1	1.19	0.15 FTE Mental Health Coordinator, Addresses State Priorities 2, 3, 5, 6, 7, 8	No	$17,103.00	$21,877
1	1.20	Certificated Teachers, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	No	$112,303.00	$118,750
1	1.21	0.18 FTE School Psychologist, Addresses State Priorities 1, 3, 4, 5, 6, 7, 8	No	$25,933.00	$24,005
2	2.1	Facilities in good repair, Addresses State Priorities 1, 5, 6	No	$596,742.00	$362,584
2	2.2	0.25 School Secretary FTE at each site, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	No	$78,878.00	$76,094

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Truancy Prevention Training, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	No	$1,000.00	$0
2	2.4	0.10 School Secretary FTE at each site, 0.125 School Principal FTE at each site, 0.25 Academic Counselor, FTE 0.25 Mental Health Coordinator FTE, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$180,754.00	$121,820
3	3.1	Second Step, ACEs/SEL Training, Addresses State Priorities 1, 2, 4, 5, 6, 7, 8.	No	$1,000.00	$750
3	3.2	School Climate, Addresses State Priorities 1, 2, 4, 5, 6, 7, 8	No	$6,140.00	$7,575
3	3.3	Trauma Screening, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	No	$1,000.00	$0
3	3.4	Playground/Campus Supervision, 0.25 Academic Counselor, 0.125 Site Principal FTE at each site, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	No	$101,083.00	$75,560
3	3.5	Diversity, Equity, and Inclusion Assessment, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	No	$20,000.00	$0
3	3.6	0.25 FTE Mental Health Coordinator, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$36,821.00	$32,188

2023-24 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)
507,113	$579,463.00	$697,267.00	($117,804.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	0.25 Principal FTE at each site, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$103,706.00	95575	0	
1	1.12	0.35 FTE Mental Health Coordinator, Addresses State Priorities 2, 3, 5, 6, 7, 8	Yes	$39,906.00	51046	0	
1	1.13	EL Support Teacher, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$114,928.00	117666	0	
1	1.14	Certificated Teachers, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$93,020.00	188454	0	
1	1.16	SIPPS, Directed Studies, Learning Labs, Addresses State Priorities 2, 3, 4, 5, 6, 7, 8	Yes	$0.00	0	0	
1	1.17	0.42 FTE School Psychologist, Addresses State Priorities 1, 3, 4, 5, 6, 7, 8	Yes	$0.00	80018	0	
1	1.18	Connectivity (home/campus), Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$10,328.00	10500	0	
2	2.4	0.10 School Secretary FTE at each site, 0.125 School Principal FTE at each site, 0.25 Academic Counselor, FTE 0.25 Mental Health Coordinator FTE, Addresses	Yes	$180,754.00	121820	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	State Priorities 1, 2, 3, 4, 5, 6, 7, 8 0.25 FTE Mental Health Coordinator, Addresses State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Yes	$36,821.00	32188	0	

2023-24 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)
8,495,621	507,113	0	5.969%	$697,267.00	0.000%	8.207%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

  o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- o 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.

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

- o **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.

- o **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).

  - o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

  - o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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