

LCFF Budget Overview for Parents

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

CDS Code: 24 73619 0000000

School Year: 2024-25

LEA contact information:

Bryan Ballenger

Superintendent

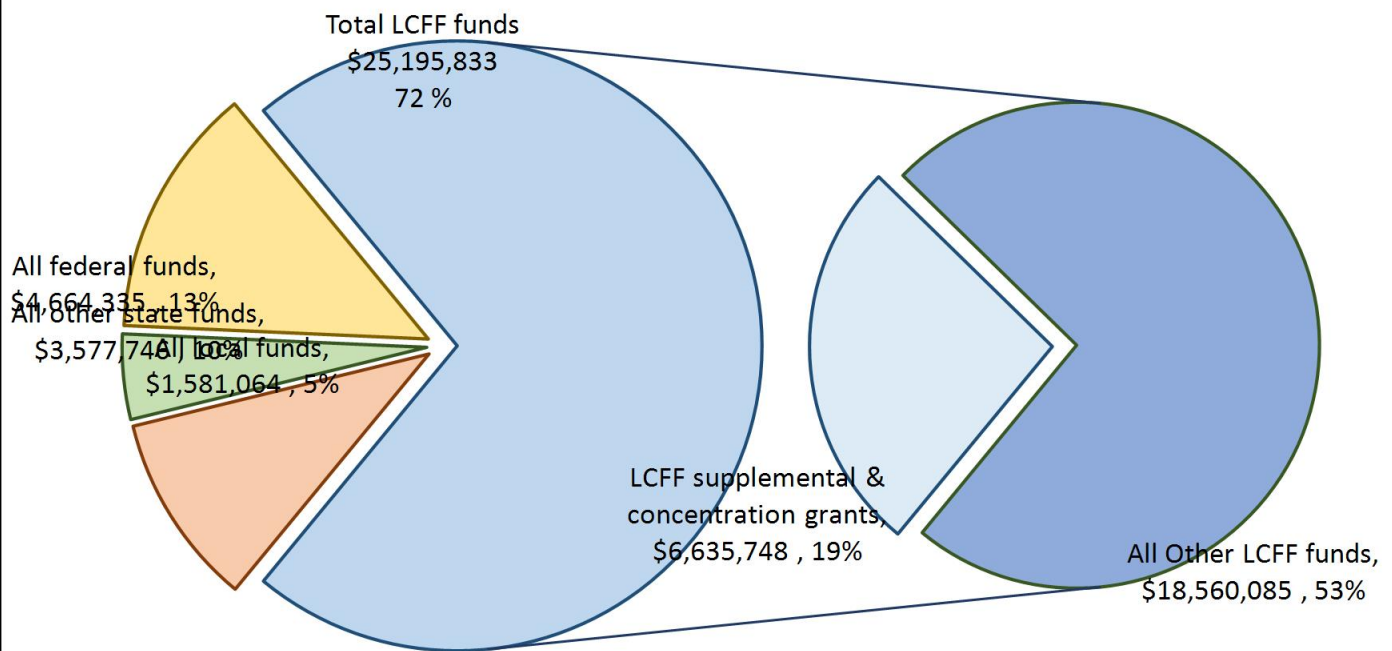
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

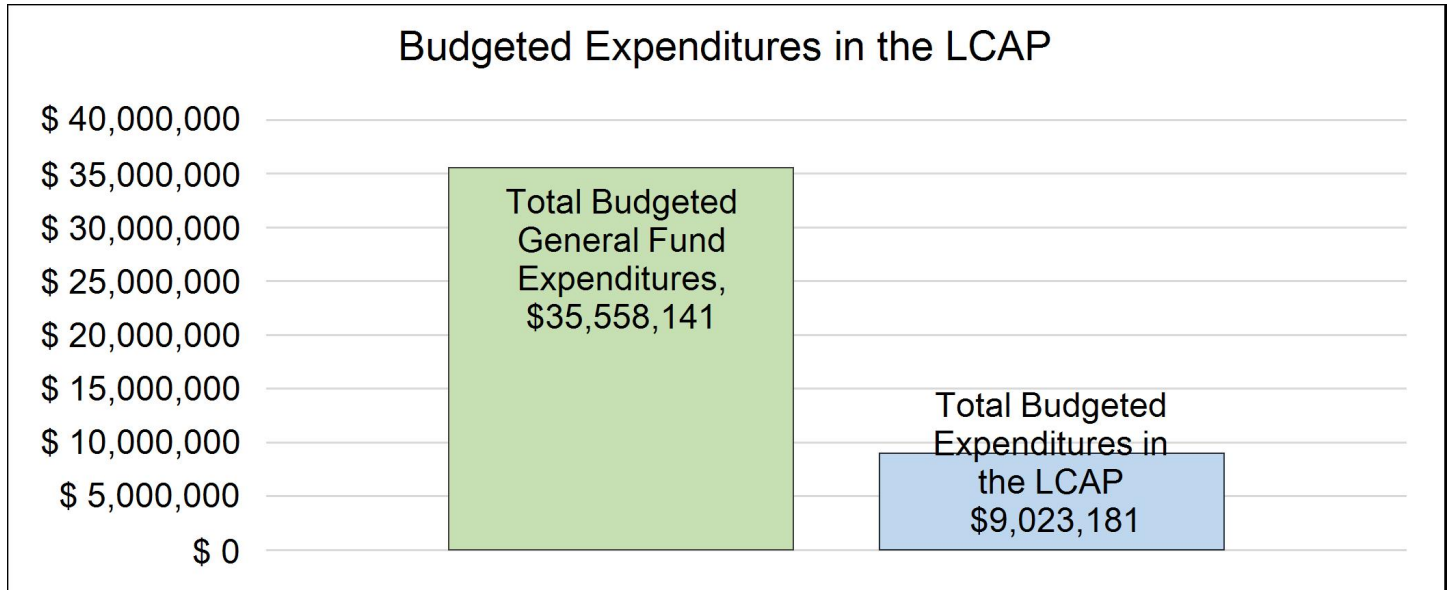


This chart shows the total general purpose revenue Gustine Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gustine Unified School District is \$35,018,978, of which \$25,195,833 is Local Control Funding Formula (LCFF), \$3,577,746 is other state funds, \$1,581,064 is local funds, and \$4,664,335 is federal funds. Of the \$25,195,833 in LCFF Funds, \$6,635,748 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Gustine Unified 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: Gustine Unified School District plans to spend \$35,558,141 for the 2024-25 school year. Of that amount, \$9,023,181 is tied to actions/services in the LCAP and \$26,534,960 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures not included in the LCAP include:

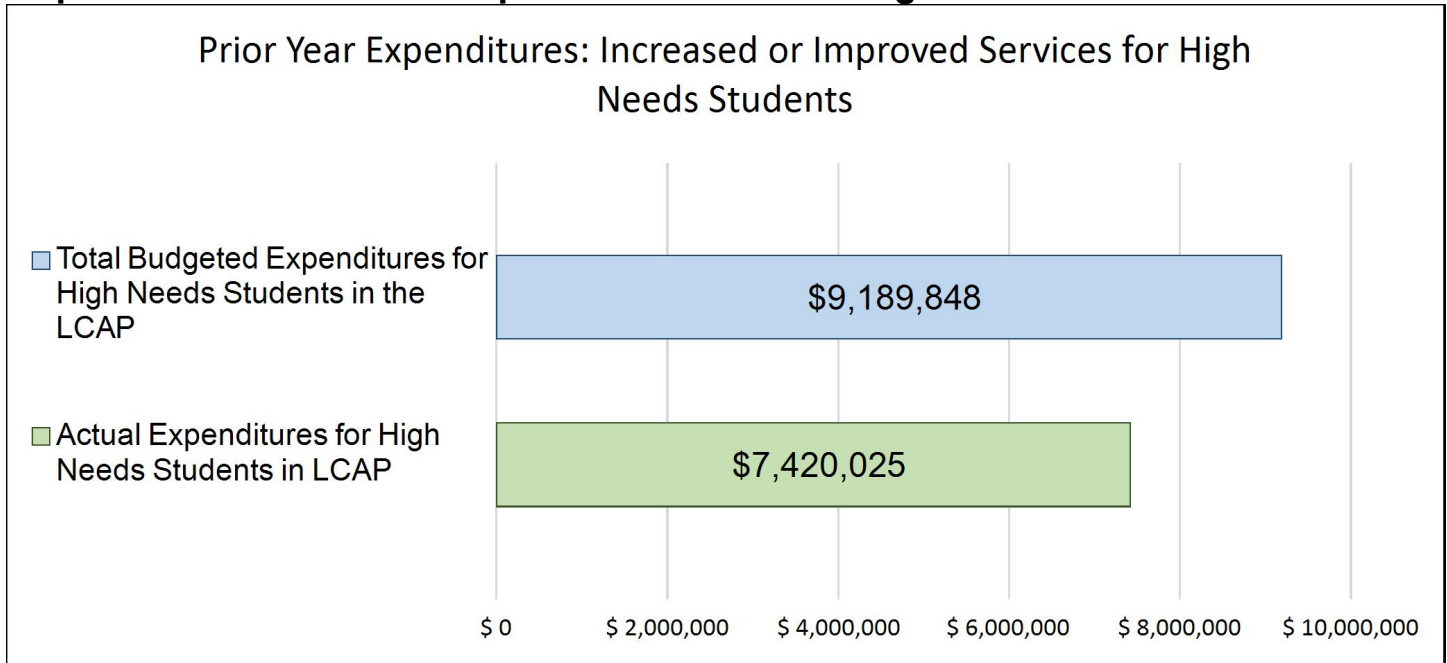
- Employee salary and benefits
- Speech services
- Special Education
- Utilities (electricity, water, sewer, waste)
- Contribution to Adult Education
- Contribution to Food Services
- Costs for buses and transportation
- Title I expenditures include instructional coaches, intervention teachers, instructional aides, professional development, classroom devices to support academic achievement
- Title II expenditures include professional development for employees
- Title III expenditures include services and supplies for English Learners
- Title IV expenditures include supplies for enrichment
- Title V is combined with title I to support academic achievement
- ESSER Funds
- IT (Technology services)
- District Liability Insurance
- Legal services

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

In 2024-25, Gustine Unified School District is projecting it will receive \$6,635,748 based on the enrollment of foster youth, English learner, and low-income students. Gustine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gustine Unified School District plans to spend \$8,973,181 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



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

The text description of the above chart is as follows: In 2023-24, Gustine Unified School District's LCAP budgeted \$9,189,848 for planned actions to increase or improve services for high needs students. Gustine Unified School District actually spent \$7,420,025 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,769,823 had the following impact on Gustine Unified School District's ability to increase or improve services for high needs students:

The difference in budgeted expenditures and actual expenditures was due to charging many costs to ESSER Funds. With the exception of not hiring a district bilingual liaison and not hiring a Child Welfare and Attendance administrator, all actions were completed as planned. There was also a discrepancy in funds with the central kitchen due to a delay with the estimated completion. These funds will be utilized in the 2024-25 school year and the district will be able to start serving freshly made meals in January of 2025. Most actions and services were provided as planned.

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
Gustine Unified School District	Bryan Ballenger Superintendent	bballenger@gustineusd.org (209) 854-3784

Goals and Actions

Goal

Goal #	Description
1	Academic Achievement Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Teachers that are highly qualified (LCFF Priority 1)	100%	100%	98%	96% (2023-24)	100%
Maintain the percent of Students with access to standards-aligned instructional materials and/or curriculum frameworks based on current adoptions and purchases (LCFF Priority 1)	100%	100%	100%	100% (2023-24)	100%
Increase the percent of TK-12 teachers that participate in adopted academic standards and/or curriculum frameworks	90%	96%	97%	99% (2023-24)	99%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
professional development by 3% (LCFF Priority 2)					
Maintain that All Students, including English Learner students, will have access to CCSS and adopted academic content and performance standards and English Learners will also have access to ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency (LCFF Priority 2)	100%	100%	100%	100% (2023-24)	100%
Increase the CAASPP ELA Percent of students who meet or exceed standard in grades 3-8 by 5% (LCFF Priority 4)	Based on the 2019-2020 Dashboard was the % who met or exceeded standard was 31.71%	CAASPP not given in 2020-21. See Local Assessment metric (i-Ready).	26.4%	25.99% (2022-2023)	46.71%
Increase the CAASPP Math Percent of students who meet or exceed standard in	Based on the 2019-2020 Dashboard the % who met or	CAASPP not given in 2020-21. See Local Assessment metric (i-Ready).	14%	13.13% (2022-2023)	32.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grades 3-8 by 5% (LCFF Priority 4)	exceeded standard was 17.5%				
Increase the percent of students who met a-g requirements by 5% (LCFF Priority 4)	33.3%	38%	34.1%	38.3% (2022-2023)	47.5%
Increase the percent of EL who progressed at least one ELPI level or maintained a level 4 by 5%(LCFF Priority 4)	48.4%	42%	40.5%	37.6% (2022-2023)	63.5%
Increase the percent of ELs who were reclassified by 5% (LCFF Priority 4)	5.1%	5%	10.2%	11.1% (2022-2023)	20.1%
Increase the percent of AP test scores of 3 or higher per student enrolled in grades 10-12 by 3% (LCFF Priority 4)	6%	6.5%	7.7%	8.5% (2022-2023)	15%
Increase the percent of 11th graders who met or exceeded standards in ELA by 5% (LCFF Priority 4)	22%	CAASPP Assessment not given in 2021.	38.69%	45.10% (2022-2023)	37%
Increase the percent of 11th graders who met or exceeded standards in math by 5% (LCFF Priority 4)	11%	CAASPP assessment not given in 2021	6.5%	7.10% (2022-2023)	26%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain the number of middle school dropouts (LCFF Priority 5)	0	0	0	0 (2022-2023)	0
Decrease the percent of high school dropout rates (LCFF Priority 5)	4.5%	4%	8.6%	4.7% (2022-2023)	1.5%
Increase the percent of students enrolled in a CTE pathway course by 5% (LCFF Priority 7)	65%	50%	90%	74.2% (2023-24)	80%
Increase percent of students who are LI/EL/FY who are enrolled in AVID by 3% (LCFF Priority 7)	Low Income 82% English Learner 5.6% Foster Youth 0%	Low Income 57% English Learner 1% Foster Youth 0%	Low Income 77% English Learner 14% Foster Youth 0%	Low Income 82% (2023-24) English Learner 14% (2023-24) Foster Youth 0% (2023-24)	Low Income 91% English Learners 14.6% Foster Youth 9%
Increase the percent of students successfully completing CTE pathways by 3% (LCFF Priority 8)	22%	18.2%	24%	10.52% (2022-2023)	31%
Increase i-Ready scores in English Language Arts (3-8) by 5% (LCFF Priority 4)	26.79%	30%	28%	26% (2023-2024)	41.79%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase i-Ready scores in mathematics (3-8) by 5% (LCFF Priority 4)	18%	15%	15%	13% (2023-2024)	33%
Increase the high school graduation rate by 2% (LCFF Priority 5)	95%	95.5%	89.1%	95.4% (2022-2023)	100%
Increase the percentage of Special Day students by 2% who are participating in general education classes by one class per year. (LCFF Priority 7)	23%	31%	23%	100% (2023-2024)	29%
Increase the percent of students who have completed a-g requirements and completed a CTE Pathway by 5%. (LCFF Priority 4)	Data Not Available	8.6%	8%	8.9% (2022-2023)	13.6%
Maintain pupil enrollment in a broad course of study for all students as measured by the master schedule as described under ED code sections 51210 and 51220 (a-i) (LCFF Priority 7)	100%	100%	100%	100% (2023-2024)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services are developed and provided for unduplicated students with administrators, leadership committees, parent committees, and local school board as measured by course enrollment of unduplicated students. (LCFF Priority 7)	100%	100%	100%	100% (2023-2024)	100%

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.

Goal 1, was fully implemented. All actions were implemented this year.

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

Action 1.1: Spent \$110,000 less due to piloting an ELA program rather than a full adoption.

Action 1.2: Spent \$110,000 less due to using already purchased intervention materials purchased in the 2022-2023 school year.

Action 1.3: Spent \$50,000 more than planned. This was due to purchase of additional software and training for NWEA MAPS testing for Gustine High School.

Action 1.4: Spent \$82,000 more than planned due to increased days spent training staff on Standards-Based grading with an outside consultant.

Action 1.6: Spent \$55,000 less because the county covered the cost of the CTE Medical Pathway teacher.

Action 1.7: Spent \$13,000 less due to each site using slightly less than budgeted.

Action 1.8: Spent \$14,000 more than budgeted due to the additional support purchased for practice in reading, writing, listening, and speaking

Action 1.9: Spent \$26,000 more due to 6% raise for all staff.

Action 1.10: Spent \$20,000 less because some costs were transferred to one time ESSER Funds.

Action 1.11: Spent \$30,000 less because materials were purchased using one-time ESSER Funds.

Action 1.12: Spent \$20,000 less because materials were purchased using one-time ESSER Funds.

Action 1.13: Spent \$156,000 more because the district had to contract with an outside company for 2 buses and drivers for the year due to staffing our own bus drivers.

Action 1.16: Spent no money in this action so a difference of \$350,000 for class size reduction. There were teachers hired to reduce class sizes and all charges were transferred to one time ESSER Funds.

Action 1.17: Spent \$15,000 less due to some expenditures costing less than budgeted for due to fewer students or less cost than anticipated.

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

Gustine Unified School District saw some progress during the last three year cycle of the LCAP.

Action 1.1: Curriculum and Instruction was effective in ensuring that new adoptions and curriculum updates were made to better serve our unduplicated student population. The district was able to adopt reading foundations and start to pilot an elementary reading program to meet the needs of low income students. Teams met to review materials for pilot or possible adoption through the lens of meeting the unique needs of the district's unduplicated student population. It was determined that the current ELA materials were not meeting the needs of students and the elementary sites will pilot a science of reading based curriculum for the upcoming year. The LCAP Metrics of 100% of students had access to standards-aligned materials was met as a result of this action.

Action 1.2: Academic Intervention, Enrichment and Action 103: Multi-tiered Systems of Support, and Action 1.04 High Quality Professional Development and Instructional Coaching were somewhat effective. We were able to provide much needed support in the areas of English Language Arts and Mathematics for unduplicated students. The goal of increasing achievement was not met as evidenced by CAASPP scores having an overall decrease of 4.72% in ELA and a decrease of 4.37% in mathematics. There was a slight decrease (0.79%) in i-Ready scores for English Language Arts and a 5% decrease in math. There were system improvements, but it still fell short in resulting in greater outcomes for students. The professional development was not as effective in mathematics during the 2023-24 school year. As a result, the way in which professional development is monitored for implementation and support will be changed. The district made many gains in creating a culture to ensure equitable grading for standards-based grading at the middle and high school levels. The effects of these changes will take time to see. We are laying the foundation for improved academics. As a result, the actions will have changes to better meet the metrics.

The district was able to provide Experiential Learning and Additional Student supports through Actions 1.05 and 1.07. These experiences gave unduplicated students the hands-on learning experiences and supplies needed to participate in the school program.

Action 1.6: College and Career Readiness was not effective resulting in CTE pathway completion declining by 10.2% since the metric was established in 2021. There have been great strides in communicating to students where they are in the college and career preparedness. At the high school, we have implemented Freshman Focus talks to work with Freshman and learn more about their experience.

Action 1.8: English Language Learner Supports was not effective. English Learner Progress as measured by the ELPI declined by 10% over the last three years. The action will be improved to ensure that all teachers are aware of English Learners in their classes and the levels. Through our Instructional Norms the district will utilize time to provide English Learner strategy support for our teachers. A supplemental program was purchased to provide additional practice in reading, writing, listening, and speaking. The instructional aide support helped with ELPAC preparedness and additional classroom support as needed.

Action 1.9: Academic Counseling was improved during the 2023-2024 school year. Each student has two contacts throughout the year. An improvement for next year will be to track college and career counseling supports to ensure all unduplicated students have at least two individual academic counseling sessions. These will include overall academic support and progress monitoring, credit recovery options if needed, dual enrollment, career exploration, college planning, and any other supports.

Action 1.10: Technology Integration was effective and unduplicated students benefitted from the use of digital tools to support in reading, writing, and mathematics. The new integrations also increased engagement and offered additional strategies with the SMART TVs. Hot Spots were supplied to low income and English Learner families at no cost to ensure they could access academic tools while at home.

Action 1.11: Supplies for Unduplicated Students was effective. With over 80% of students from low income families, this action helps support those students being able to participate in academics and have the needed supplies available.

Action 1.12: Classroom Environment has been effective. Students collaboration and engagement has increased as a result a room environment conducive to learning. There are flexible spaces and white boards are available for students to work together in problem solving and on presentations.

Action 1.13 Transportation was effective in providing transportation to unduplicated students who are unable to walk to school due to geographic location. Gustine Unified School District did not have enough bus drivers to meet the transportation needs of the low income students in our district who had no other transportation to and from school. The district contracted with an outside company to supplement the transportation. District vans were also purchased to supplement transportation. This action ensured that students who did not have transportation were able to attend school on a regular basis. This action will continue for next year.

Action 1.14: Professional Learning Communities was somewhat effective. The PLC process was fully implemented during early release time at each site. This ensures all teams within the contracted time. Teams need additional training in the PLC process due to staff turnover. The site administration will also work to revamp the PLC process to ensure the focus is on improving outcomes for unduplicated student groups.

Action 1.15: Reading and Writing Instruction was effective. GUSD trained all TK-5 teachers in LETRS by providing time within the contract day to work collaboratively through the LETRS program. This science of reading based program ensured all elementary teachers have the background knowledge to how to teach reading and writing to low income students. This action will be removed from the 2024-25 LCAP

because it has ended. Action 115 will be replaced with reading and will include implementation of a new curriculum, support from literacy coaches at all school sites, and overall improve reading outcomes amongst students. Walk throughs and additional supports will be implemented to improve quality first instruction. Action 115 will now be Increased Achievement in Reading.

Action 1.16: Math and ELA Class Size Reduction was ineffective. Class sizes were reduced amongst all grade levels which allowed for time to work with smaller groups of students. Even with smaller class sizes, achievement declined. This action will be removed in 2024-2025 and the focus will be on strong first instruction in the classroom setting through instructional norms and professional development. For the 2024-25 LCAP, Action 116 will now be called Increased Achievement in Math. Through coaching and support the overall strong first instruction will be monitored and supported to ensure students are making progress and have the skills necessary to be successful in the next grade level. Materials will be purchased as needed. Standards-based grading will be implemented and students will have opportunities to improve their learning to ensure they have the skills needed to be successful. The Concrete, Representational, and Abstract Math components will be implemented and monitored.

Action 1.17: Academic Celebrations and Incentives was effective and will be renamed to Celebrations of Learning and Incentives. Surveys will provide additional data on the effectiveness of this action.

These actions are expected to reach the district goal to improve academic achievement in all subject areas and college and career preparedness.

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.

Goal 1 will not change in the upcoming LCAP due to the increased need of ensuring that students are meeting grade level standards and are college and career ready. The metrics for this goal have been updated to include information from each school site to better monitor the progress made both districtwide and at the site level. The CAASPP English Language Arts and Mathematics will now be reported by student group and include distance from standard to be able gauge if the actions are impacting student groups and moving them closer to the grade level standards.

Action 1.1: The district was able to adopt reading foundations and start to pilot an elementary reading program to meet the needs of low income students. Teams met to review materials for pilot or possible adoption through the lens of meeting the unique needs of the district's unduplicated student population. It was determined that the current ELA materials were not meeting the needs of students and the elementary sites will pilot a science of reading based curriculum for the upcoming year. The instructional coaches will meet with district teams to plan out the curriculum to best serve unduplicated populations.

Action 1.2: Academic Intervention and Enrichment was effective in that interventions were in place and students were receiving instructional support in specific areas of need. It was ineffective in raising the academic achievement of students. Due to this, there are many adjustments that need to be made in this action. All sites will refine the way intervention takes place and which skills will be worked on during

this time. Groups will be revised to ensure instruction is targeted and meets the needs for intervention or enrichment. Gustine Middle School will add a teacher who will run an intervention English class to support the foundational reading skills along with the curriculum for students. Gustine High School will start to establish regular intervention times to better meet the needs of the students. The elementary sites will continue to provide daily intervention, but instead of leaving the classroom, smaller groups will be formed to provide PE, and students will remain in their classes with the support of their classroom teacher and intervention aides. This will ensure students are receiving the skills and instruction necessary to improve academic achievement. Grade level i-Ready scores and MAPS will be utilized to track the progress of student achievement.

Action 1.3: Multi-tiered Systems of Support was somewhat effective. A change in 2023-2024 was to move MTSS from district to site based. This resulted in less communication of effective practices amongst the district schools and the meetings were not consistent amongst school sites. For the 20-24-25 school year, the MTSS meetings will return at the district level. A focus will be on improving outcomes of unduplicated students and creating plans for implementation. Schools will create an MTSS team to attend meetings and communicate the information from the meetings to the sites. A plan for monitoring data to unduplicated student groups will be created and implemented. A systematic approach will be utilized to analyze data and ensure all student groups are making progress academically.

Action 1.4 High Quality Professional Development and Instructional Coaching will include focused training in English Language Arts, Science, and Mathematics as well as additional professional development days in the teacher contract to roll out our new instructional norms. The district has worked with teachers and administrators to create nine instructional norms that are research-based and proven effective for unduplicated students. The professional development days will allow time for staff to build skills that will promote strong first instruction. The norms are Relationships, Connections, and High Expectations; Clear Understanding of the Standard of Skills-based Objectives/Outcomes; Classroom Discussion and Opportunity to Collaborate; Using Data to Assess and Monitor Learning Progression for All Students (Special Education, English Learners) and Differentiation; Students Actively Engaged in their Learning (Reading, Writing, Listening, Speaking); Check for Understanding; Feedback--Explicit, Timely, Focused, and Meaningful for All; Critical Thinking; and Academic Language and Vocabulary. These norms will set a focus for instruction and will be explicitly taught, monitored, and supported throughout the school year.

Actions 1.5: Experiential Learning and 1.07: Additional Student Supports have been effective and will remain the same. The district will add survey questions to gauge how well students feel these activities are helping them academically.

Action 1.6: College and Career Readiness was not effective resulting in CTE pathway completion declining by 10.2% since the metric was established in 2021. This action will be improved through better promotion of CTE Pathways, ensuring unduplicated students have one on one meetings with counselors. Staff will also focus on improving the a-g completion rates of unduplicated students through counseling and participation in CVNIC.

Action 1.8: English Language Learner Supports was not effective. English Learner Progress as measured by the ELPI declined by 10% over the last three years. The action will be improved to ensure that all teachers are aware of English Learners in their classes and the levels. Through our Instructional Norms the district will utilize time to provide English Learner strategy support for our teachers. A supplemental program was purchased to provide additional practice in reading, writing, listening, and speaking. The instructional aide support helped with ELPAC preparedness and additional classroom support as needed.

Action 1.9: Academic Counseling was improved during the 2023-2024 school year. Each student has two contacts throughout the year. An improvement for next year will be to track college and career counseling supports to ensure all unduplicated students have at least two individual academic counseling sessions. These will include overall academic support and progress monitoring, credit recovery options if needed, dual enrollment, career exploration, college planning, and any other supports.

Action 1.10: Technology Integration was effective and unduplicated students benefitted from the use of digital tools to support in reading, writing, and mathematics. The new integrations also increased engagement and offered additional strategies with the SMART TVs. Hot Spots were supplied to low income and English Learner families at no cost to ensure they could access academic tools while at home.

Action 1.11: Supplies for Unduplicated Students was effective. With over 80% of students from low income families, this action helps support those students being able to participate in academics and have the needed supplies available.

Action 1.12: Classroom Environment has been effective. Students collaboration and engagement has increased as a result a room environment conducive to learning. There are flexible spaces and white boards are available for students to work together in problem solving and on presentations.

Action 1.13 Transportation was effective in providing transportation to unduplicated students who are unable to walk to school due to geographic location. Gustine Unified School District did not have enough bus drivers to meet the transportation needs of the low income students in our district who had no other transportation to and from school. The district contracted with an outside company to supplement the transportation. District vans were also purchased to supplement transportation. This action ensured that students who did not have transportation were able to attend school on a regular basis. This action will continue for next year.

Action 1.14: Professional Learning Communities was somewhat effective. The PLC process was fully implemented in early release time at each site. This ensures all teams within the contracted time. Teams need additional training in the PLC process due to staff turnover. The site administration will also work to revamp the PLC process to ensure the focus is on improving outcomes for unduplicated student groups.

Action 1.15: Reading and Writing Instruction was effective. GUSD trained all TK-5 teachers in LETRS by providing time within the contract day to work collaboratively through the LETRS program. This science of reading based program ensured all elementary teachers have the background knowledge to how to teach reading and writing to low income students. This action will be removed from the 2024-25 LCAP because it has ended. Action 115 will be replaced with reading and will include implementation of a new curriculum, support from literacy coaches at all school sites, and overall improve reading outcomes amongst students. Walk throughs and additional supports will be implemented to improve quality first instruction. Action 115 will now be an improved service action for Increased Achievement in Reading.

Action 1.16: Math and ELA Class Size Reduction was ineffective. Class sizes were reduced amongst all grade levels and resulted in lower achievement. This action will be removed in 2024-2025 and the focus will be on strong first instruction in the classroom setting through instructional norms and professional development. For the 2024-25 LCAP, Action 1.16 will now be called Increased Achievement in Math and it will be an improved services action. Through coaching and support the overall strong first instruction will be monitored and supported to ensure students are making progress and have the skills necessary to be successful in the next grade level. Standards-based grading will be

implemented and students will have opportunities to improve their learning to ensure they have the skills needed to be successful. The Concrete, Representational, and Abstract Math components will be implemented and monitored.

Action 1.17: Academic Celebrations and Incentives was effective and will be renamed to Celebrations of Learning and Incentives. An overall increase in the focus on improvement and achievement will be implemented at all school sites. The instructional norms will bring awareness of high expectations and goal setting. All students, with a particular focus on unduplicated students will be recognized. Surveys will provide additional data on the effectiveness of this action.

An added action will be action 1.18: Long Term English Learners. This action will address the unique needs of Long Term English Learners (LTELs). Intervention and tutoring will be designed specifically for students who have been English Learners for more than six years and not making progress. Individual plans for these learners will be developed. The English Learner Coalition Team and MTSS team will monitor the progress and work towards creating additional supports for these students. The metric to measure effectiveness is increased reclassification rates for LTELs and also preventative measures for English Learners to not become LTELs.

These actions are expected to reach the district goal to improve academic achievement in all subject areas and college and career preparedness.

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	Positive School Climate and Culture GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of Facilities in Good Repair Increase FIT report by .5% (LCFF Priority 1)	98.91	97.21%	98.99%	98.09%	100%
Increase Attendance Rates by .5% (LCFF Priority 5)	95.64 for all students	89.7%	92%	93.52%	97.14%
Decrease chronic absenteeism by 2% (LCFF Priority 6)	11.4% for all students English Learners 10.1% Low Income 11.4% Special Education 13.2%	All 17.7% English Learners 21% Low Income 19.3% Special Education 23.5%	41.2% for all students English Learners 41.9% Low Income 42.1% Special Education 46.9%	29.9% for all students (2022-2023) English Learners 28.4% Low Income 32.4% Special Education 36.7%	5.4%
Decrease the number of suspensions by 10 (LCFF Priority 6)	120	116	111	69	less than 90

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the number of expulsions by 1(LCFF Priority 6)	2	13	1	1	0
Increase the percent of students, families, and staff who state that they agree or strongly agree that they feel school connectedness by 5% (LCFF Priority 6)	Students 78.3% Families 74% Staff 85%	Students 66% Families 76% Staff 85%	Students 67% Families 77% Staff 80%	Students 69% Families 82.1% Staff 88%	Students 93.3% Families 89% Staff 100%
Increase the percent of students, families, and staff who feel that school is safe by 3% (LCFF Priority 6)	Students 83% Families 90.3% Staff 92.5%	Students 53% Families 94% Staff 84%	Students 49% Families 86% Staff 68%	Students 70% Families 87.5% Staff 84%	Students 91% Families 99.3% Staff 100%
Increase the percent of students, families, and staff who believe schools are clean and well maintained by 3%. (LCFF Priority 1)	Students 78% Families 93.3% Staff 90.1%	Students 61% Families 92.7% Staff 78%	Students 67% Families 90% Staff 64%	Students 61% Families 74% Staff 74%	Students 87% Families 100% Staff 99.1%

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.

Most actions in Goal 2 were fully implemented. For action 2.7 Attendance, the district planned on hiring a Child Welfare and Attendance administrator. The action to improve attendance was still implemented utilizing those who were already employed in the district and through the SARB and SART Process. All other actions were implemented and initial reports indicate that attendance rates increased, chronic absenteeism rates decreased, and students reported that they felt safer in school than previous years.

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

Action 2.2: Spent \$310,000 less due to transferring the costs of mental health clinicians to one time ESSER funds.

Action 2.4: Spent \$23,000 less because some of the transportation costs were shifted to ESSER funds.

Action 2.5: Spent \$330,000 more than budgeted. This was due to a calculation error leaving out the costs associated with the assistant principals when budgeting action 2.5 in the 2023-2024 LCAP.

Action 2.6: Spent \$25,600 less due to using one time ESSER funds for some of the expenditures.

Action 2.7: Spent \$200,000 less than budgeted due to not hiring a Child Welfare and Attendance administrator.

Action 2.8: Spent \$1,100,000 less than planned because there were delays in construction with the central kitchen. It should now be complete in November 2024 with those funds budgeted in the 2024-2025 LCAP.

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

Overall the actions in goal 2 were effective. All community members reported improved connectedness from the previous years, students improved 2% to 69%, staff improved 8% to 88%, and families improved 5.1% to 82.1%. Overall feelings of safety improved from the previous years as well. Students increased by 21% to 70%, staff increased by 1.5% to 87.5%, and families increased 16% to 84%.

2.1 Safe Facilities was somewhat ineffective. High traffic areas and classrooms were sanitized and kept clean, but there were some issues with staffing that left some spaces such as bathrooms not always clean. Cleanliness and overall privacy in the restrooms were reported as issues in consultation meetings. The effectiveness measure that schools are clean and well maintained, resulted in lower satisfaction. Students declined by 6% and families declined by 16%. This was an area of need for some students to feel safe from illness and have clean, inviting buildings. Classrooms were updated and maintained for CTE pathways. This will be ongoing as more space is updated to accommodate more CTE pathway classrooms.

2.2 Support Services for Social Emotional and Mental Health was effective. Over the past few years, services for mental health and social and emotional learning needs have greatly increased. Mental health clinicians were able to provide services to students to ensure they were ready to learn in the classroom and their mental health needs were met.

2.3 Health Services for Low Income, Foster Youth, SPED was effective. The health aides and school nurse not only provided care for students, but also provided outreach services and coordinated immunization clinics, vision checks with free eyewear for low income students. Another support is identification and support services to get unduplicated students the care they need by working with health care providers to help the child be seen if needed.

2.4 Engagement, Enrichment, and Leadership was somewhat effective. There were additional engagement opportunities provided. There is still room for growth to provide additional engagement and leadership activities. Students at Gustine Middle School report less opportunities to be involved in clubs and the arts.

2.5 School Safety, 2.6 Positive Behavior Intervention Supports (PBIS) and other Behavioral Supports, and 2.7 Attendance were effective. Students reported an increase in feeling safe at school. The additional administrators, PBIS Supports, and attendance resulted in fewer overall suspensions, a decrease in the suspension rate, and attendance rates increased. For action 2.7, a CWA was not hired, but the SARB process was updated to include education for parents on the importance of attendance. In addition to educating at SARB meetings, separate parent meetings were held at the school sites to provide a more individualized approach where the lead was able to problem solve with the parents to improve attendance, help with offering incentives to help improve attendance and follow up to ensure the parents are following through. The overall number of school suspensions decreased from 111 to 69 meeting our desired outcome of less than 90 suspensions as a result of the previous actions.

2.8 Nutritious and Healthful Meals was effective. Although the central kitchen will not be ready to provide meals for students at the start of the school year, estimated completion is November of 2024. The goal will be to be serving meals in January of 2025.

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.

Gustine Unified School District will ensure that Action 2.1 safe facilities is better staffed to provide clean bathrooms. Some of the facilities will be upgraded to cover the spaces in the door to ensure privacy. Action 2.2 Support Services for Social Emotional and Mental Health will not be changed because it was effective, but the costs of the action has increased due to all providers being budgeted into the plan. For action 2.4, the district is working to increase engagement in clubs and activities. In order to do this, more opportunities for engagement need to exist. The sites plan to participate in more county activities, including Academic Decathlon. Additional clubs will also be created at all sites. This will be measured by the local survey of students stating they are involved in clubs, leadership, or participate in school activities.

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	Parent, Family, and Community Partnerships GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of parents reporting that they agree or strongly agree they opportunities to be part of decisions about the school through surveys and advisory groups by 3% (LCFF Priority 3)	78%	87%	82%	84% (2023-2024)	87%
Increase the % of attendance for advisory group parent members by 2% (DELAC, DAC, SSC, ELAC, Special Education Parent Meeting)	DELAC 87.5% District Advisory Committee 81.25% ELAC 58.3% School Site Council 68.75%	DELAC 100% Parent Advisory Committee 100% ELAC 57.7% School Site Council 65.5%	DELAC 100% District Advisory Committee 100% ELAC 58% School Site Council 65% Special Education Parent Group 3%	DELAC 100% District Advisory Committee 100% ELAC 60% School Site Council 73% Special Education Parents Group 3%	DELAC 93.5% District Advisory Committee 87.25% ELAC 64.3% School Site Council 74.75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Special Education Parent Group- Create Baseline 21-22	Special Education Parent Group 0% (no meeting held)			Special Education Parent Group--Based on baseline
Increase the percent of parents of unduplicated students who attend a capacity building workshop linked to learning and/or social and emotional growth by 5%.	10%	10%	15%	20%	25%

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.

Goal 3 was fully implented in all areas except hiring a district bilingual liaison. There was a twenty week Parent Leaders Training Institute (PLTI) program which was successfully implemented at Romero Elementary School. In addition to PLTI, the district increased attendance meetings for parents who are part of the SART and SARB process. Family engagement events were also held at each school site. One area for improvment is child care. While child care was provided at some events, it was not consistent. There were no charges to this action 3.3 because staff members who were working covered child care or it was not provided. The site bilingual liaisons were available to support families as needed.

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

Action 3.1: Spent \$32,000 less than budgeted due to fewer capacity building activities
Action 3.2: Spent \$7,000 less cost of engagment activities. Many events did not have a cost associated with the event.
Action 3.3: This action had no costs attached to it.
Action 3.4: Spent \$51,000 less than budgeted due to not hiring a district bilingual liaison

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

3.1 Parent Capacity Building effective. Each site held parent capacity building workworks to continue to form partnerships and provide families with training in attendance, school engagement, and college/career activities. There were 15 parents who completed the PLTI Training which is a 20 week training to learn about the school, community, and government,

3.2 Engagement Opportunities was successful. There were many events at each of the sites to encourage participation from families.

3.3 Child Care for Parents to Engage ineffective. Providing child care was not consistent at each event. For DELAC, a survey was created to ensure families could request child care. That was found to be effective, but there were times when families at the last minute needed child care to attend.

3.4 Family Partnerships were effective. Bilingual Liaisons were available to assist families and assist with questions.

3.5 Structures for Communication was effective. Using ParentSquare, families are able to know about upcoming events and important announcements. Families report that they are aware of events and activities.

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.

3.3 Child Care for Parents to Engage will be improved by creating a sign up sheet for child care to be covered before the day of the event. The district will work on creating a stipend for this position to ensure there is coverage for child care at events.

3.4 Family Partnerships will be improved by tracking the number of unduplicated families who attend events and parent capacity. This will ensure the district and site liaison can invite special education families and other unduplicated families to participate. Based on these sign in sheets, we would like to continually increase the number of families who participate by reaching out and creating partnerships to get more family involvement. Another change will be to meet with the families of newcomers to ensure the sites are supporting their unique needs so their students can be more engaged in school.

Overall, the actions in this goal will be refined and improved to better meet the needs of the district families.

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
Gustine Unified School District	Bryan Ballenger Superintendent	bballenger@gustineusd.org (209) 854-3784

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.

The Gustine Unified School District is located in Gustine, a small city in Merced County, California. Gustine is situated in the San Joaquin Valley, known for its agricultural industry. The population of Gustine is approximately 6,000 people. The district serves the educational needs of approximately 1,650 students from transitional kindergarten through 12th grade. There are five schools in the district. Gustine Elementary School is a Transitional Kindergarten through grade five school, serves approximately 510 students, and is located in the city of Gustine. Romero Elementary School is a Transitional Kindergarten through grade five school with approximately 212 students. Romero is located in Santa Nella which is 10 miles south of Gustine. Gustine Middle School is located in the Gustine city limits and serves approximately 377 grade sixth through eighth students. Gustine High School is located on the north side of Gustine and serves 539 students in grades 9-12. Pioneer High School is located in Gustine and is a continuation high school for students in grades 10-12 serving approximately 15 students. There is one adult school in Gustine.

Pioneer High School is receiving Equity Multiplier funding of \$50,000. The additional funding allocation is for schools meeting the nonstability and socioeconomically disadvantaged student thresholds in the 2022-2023 school year.

The school district serves students in grades Transitional Kindergarten through twelfth grade. Demographically, the student population in Gustine Unified School District is 83.5% Hispanic, 11.7% White, 1.3% Two or More Races, 1.1% unknown, 0.72% Black or African American, 0.56% Asian, 0.56% Filipino, and 0.45% American Indian or Alaska Native. The district's total student enrollment of "unduplicated students" is 85.17%, which is made up of English Learners (35.97%), students from low-income environments (80.52%), and Foster Youth (.3%). The percentage of students who are part of the Special Education program is 12.1%.

Mission:
Opening Doors...to a Brighter Future

Reflections: Annual Performance

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

Gustine Unified School District engaged in the work of continuous improvement throughout the 2023-2024 school year to improve outcomes for our students in academics and attendance. All teachers in the district received professional development in standards-based grading. The middle and high school engaged in additional days to work with a consultant to begin the process to implement standards based grading and grades to ensure a more accurate assessment of student progress and achievement.

Successes:

Gustine Unified continues to be proud of our graduation rate of 94.3%, which increased by 5.1% and is overall blue on the CA Dashboard with English Learners improving by 6.8% to 90.7% and Socioeconomically disadvantaged students increasing by 5.1% to 93%. Both are green on the CA Dashboard. Counselors have met with all students at least two times during the school year to ensure students are on track for graduation and provide opportunities for credit recovery when needed.

The district has continued work to improve attendance rates and chronic absenteeism. Chronic Absenteeism rates declined by 11.3% which resulted in 29.9% of students being chronically absent in the 2022-2023 school year. Chronic Absenteeism is improving, but it remains a great concern. In addition to SART and SARB meetings, families of students at risk of chronic absenteeism or those who are chronically absent have been engaged through small group meetings explaining the importance of attendance. These meetings are designed to educate parents on the importance of attendance, California state laws regarding school attendance, and social and emotional supports that can be provided at home. Families are also provided with ideas on incentives they can use to help their children.

Suspension rates have lowered to 4.9% suspended at least one day, a decline of 0.5%. This resulted in overall yellow on the CA Dashboard. The Two or More Races Student group is red with 13.5% suspended at least one day; an increase of 11.5% over the previous year. White students are also red on the CA Dashboard with 7.3% suspended at least one day; an increase of 2.3%. Homeless students had an increase in suspensions from 5.7% suspensions which is an increase of 2.5% resulting in orange on the CA Dashboard. Socioeconomically Disadvantaged students 4.7% and students with Disabilities 7.6% are yellow on the dashboard. English Learners 4.4% and Hispanic students 4.3% were green on the dashboard with declines in suspension rates of 0.8% and 1.2%. Each of the sites is working on PBIS and alternative means of correction to reduce the number of suspensions. Sites are proactively addressing behaviors and consequences to ensure there are fewer suspensions.

Areas for Improvement:

Mathematics is a great area of need for Gustine Unified School District. Based on the CA Dashboard the district is "Red" and 110 points below standard. The score was maintained 1.2 from the previous year. Student groups in "Red" are English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. The students in "Orange" are Homeless and White. There is no performance color for foster youth or two or more races. GUSD strives to improve instruction in mathematics with continued professional development in concrete, representational, and abstract learning at all grade levels. For the upcoming school year, all math teachers will also participate in teaching mathematical thinking that will focus on grade level standards,

English Learner progress continues to be an area of need. The CA Dashboard shows that 37.6% of English Learners are making progress, which was a decline of 2.9% overall. To address this need, Gustine USD implemented a focus on preparing students to engage in practice in the four domains tested on the ELPAC. This allowed students to practice using the CAASPP Interim Assessments and receive feedback from teachers to ensure growth. A supplemental program was purchased to provide students with daily practice in reading, writing, listening, and speaking. At Romero Elementary School the English Learner Progress Indicator was the lowest status indicator for the district.

The California Dashboard reports the overall status of Orange for English Language Arts with all students 69.4 points below standard, with a decline of 7.2 points. Student groups in red are English Learners 52., Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with disabilities. White students were in orange scoring 52.1 points below standard and declining 21.1 points. English Language Arts has been a significant emphasis this year which includes improving instruction in literacy at our elementary levels by completing LETRS training for all TK-5 teachers and adopting a Science of Reading curriculum which will meet the diverse needs of our students, especially English Learners. Foundational reading interventions were put into place in elementary, middle, and high school to concentrate on the reading needs of our most intense students.

The CA Dashboard is only reporting status in the college and career indicator with 42.1% college and career ready. This is an area for growth in Gustine Unified which will be addressed with improved services in counseling. High school mathematics teachers are participating in the Central Valley Networked Improvement Community (CVNIC) which aims to improve a-g completion rates for LatinX and Black students and we plan to scale and spread this learning to ensure all students are college and career ready. The district will also use CCGI to monitor progress of all students to ensure they are on track for being college and career ready.

Schools within the district with the lowest status by indicator on the 2023 California Dashboard
Gustine Elementary for English Language Arts and Suspension
Gustine Middle School for English Language Arts
Romero Elementary for the English Learner Progress Indicator

Student groups within the district with the lowest status by indicator on the 2023 California Dashboard
English Language Arts: English Learners, Hispanic, Homeless, socioeconomically disadvantaged, and students with disabilities
Mathematics: English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities
Suspension: White. Two or More Races

Student groups within schools with the lowest status by indicator on the 2023 California Dashboard

Gustine Elementary School
English Language Arts: students with disabilities
Mathematics: English Learners, students with disabilities
Suspension: socioeconomically disadvantaged, white

Gustine Middle School
English Language Arts: English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities
Mathematics: Hispanic, students with disabilities

Romero Elementary School
English Language Arts: English Learners
Chronic Absenteeism: students with disabilities
English Learner Progress Indicator: English Learners

The district continues to strive for excellence. The CA Dashboard highlighted the need for improvement in many areas. Improved services with an emphasis on math, ELA, and science will be a priority for Gustine Unified. The district will continue to build on the successes of lowering suspension rates and improving attendance.

Reflections: Technical Assistance

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

Not Applicable

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Student Survey for grades 4-12 at all sites, Site meetings with Freshman at GHS (March 5, 2024), Empathy Interviews with students in grades 10th-12th (September 13, 2023/May 15, 2024). Meeting with students GMS (June 4, 2024), Meeting with Pioneer Students (May 30, 2024). Students were consulted via survey and also several times in person throughout the school year.
Parents and Families	LCAP Survey (April), Parent Leadership Group Meetings (October, December, February, May), Community Meeting (April). There were a variety of opportunities for parents and families to provide input through in person meetings, surveys, and Zoom meetings.
Gustine-Romero Teachers Association (GRTA)	Meeting with GRTA Leadership (June 6, 2024) The LCAP actions and goals were reviewed. There was time for clarifying questions to be answered. Additional academic support, especially in reading, was cited as a need.
Californina School Employees Association (CSEA)	Meeting with CSEA President (May 28, 2024). The meeting reviewed support for classified staff which includes training in all departments.
Teachers and other school personnel	LCAP Survey (April), Site Staff Meeting (April-May). Each site held a staff meeting and the LCAP was explained. Staff provided input on aspects of the LCAP based on the goals, actions, and metrics.
Principals and Administrators	LCAP Survey (April), District Leadership Team (DLT) meeting (monthly), SPSA meetings with the principals (April), Cabinet meetings (January-June) At these meetings data and feedback were reviewed and discussed. The teams also reviewed the actions and goals to provide input.

Educational Partner(s)	Process for Engagement
Equity Multiplier School	Community and Families PLTI (April 27, 2024), Community Meeting (April), Meeting with students and teacher (May) These meetings consisted of meeting with the community, students, and teacher of Pioneer High School to gather input.
Special Education Parent Workshop	Community meeting for parents of students with an IEP (March 18, 2024). This was a meeting to discuss inclusion models and a forum for parents to seek additional information about inclusion. LCAP input was gathered from parents. It was facilitated by the Assistant Superintendent of Student Services who oversees special education.
Community	Gustine Unified School District Board Meetings. The LCAP was presented at the first meeting June 12, 2024, and a public hearing was held. On June 26, 2024 the LCAP was approved.
District Advisory Committee	Meeting to discuss LCAP development and questions were clarified regarding LCAP actions. (June 14, 2024)
District English Learner Advisory Committee	Meeting (December, March, May) At each meeting feedback was solicited on developing the LCAP. Parents had questions related to English Learners and additional academic support.
Special Education Advisory Committee (SEAC)	Meetings (August 22, 2023; September 12, 2023; October 10, 2023; November 14, 2023; December 12, 2023; January 9, 2024; February 6, 2024; March 12, 2024; April 9, 2024; May 14, 2024). Merced County SELPA SEAC meetings included discussion regarding services provided to students with an IEP and inclusion. Information was shared with district personnel and school sites.

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

In developing the Local Control and Accountability Plan (LCAP) for the 2024-2025 school year, Gustine Unified School District engaged with a variety of educational partners including teachers and staff, students, parents, community members, bargaining groups, families of Special Education students, and Parent Leadership members. These consultations have been through surveys and meetings.

Students at Gustine High School and Gustine Middle School were consulted in developing the LCAP. Students were surveyed three times throughout the year and attended in person consultation meetings. Empathy interviews were also conducted to get more information from students in a one on one meeting. Students at the high school expressed their wish for more Career Technical Education opportunities and more clubs. They also stated that they would like more course options including cooking, other language opportunities, and life skills. They expressed that they need additional help, but would like it to be during class time. Middle school students expressed that they want to have more of a say in school rules. They also stated that they want more clubs and activities to participate in. Pioneer students also completed the

surveys and had an in person meeting to explain and discuss the Equity Multiplier. The students expressed that they wanted more Career Technical Education (CTE) opportunities and would like to learn more about other career opportunities.

Student Survey Top Areas:

1. More collaboration with peers
2. Increased projects and more engaging learning
3. Better food served in the cafeteria
4. More Clubs/activities
5. More college and career awareness

Parents, families, and community were consulted throughout the year via surveys, community meetings, Parent Leadership meetings, and Zoom meetings. Topics discussed included the general feeling that schools feel safer, but there are some maintenance issues that need to be addressed on the playgrounds that would improve safety. Another common topic was to update and maintain restrooms. Families continued to be concerned with food quality and received updates on the central kitchen throughout the year. The families very much support the central kitchen. Student achievement and college and career supports were also a topic of interest. There will be more dual enrollment opportunities for students as well as additional opportunities to participate in college activities. Families would like to see additional opportunities for trades such as medical, office, business, and being prepared for the workforce. Another area that continues to be discussed is parent participation. Families want to support and try to get more families involved in the school community. Recognition and incentives for those involved could help increase parent involvement.

The Special Education Parent Workshop, which included the Assistant Superintendent of Students Services, impacted the LCAP. Many parents expressed they were happy with the inclusion model. They did express concern over general education teachers understanding the needs of their students and their IEPs. This information helped to ensure proper planning time between the education specialist and general education teacher. Also parents requested translation at meetings and asked that the translators were equipped to translate simultaneously. School staff also attendened SEAC meetings at the county office and commicated information for inclusion and IEPs with school staff.

Family and Community Survey Top Areas:

Top priorities to be emphasized in GUSD:

1. Safety and Security (60.7%)
2. College and Career Readiness (58.9%)
3. Nutritional Meals Served in the Cafeteria (53.6%)
4. Social and Emotional Supports (44.6%)

Staff, Gustine-Romero Teachers Association (GRTA), and California School Employees Association (CSEA) were consulted through surveys and in person meetings. There were a variety of issues raised including increasing student achievement and ensuring students have the proper supports in place through intervention and after school tutoring. Staff requested more training in PBIS and mental health supports to better address student needs and create a positive culture in schools.

Staff Survey Top Areas:

Top priorities to be emphasized in GUSD:

1. Focus on recruiting retaining high quality staff (51.6%)
2. Reduce Class size (51.6%)
3. Provide additional academic supports for struggling students (47%)
4. Increase PBIS and Restorative Practices (28%)

DELAC and District Advisory Committee Meetings resulted in parents wanting to get more families involved in school activities and attending meetings. The parents also wanted more information about the ELPAC and CAASPP tests. Long Term English Learners are a concern and parents are asking for more support in helping their children prepare for and pass the ELPAC assessment to be reclassified.

The Equity Multiplier School, Pioneer High School, was introduced to community partners in a variety of ways. It was discussed at the Parent Leadership Institute, community meetings, a meeting with Pioneer High School students, and the Pioneer High School teacher. Goal four was completely influenced by community partners.

District administrators and principals met throughout the year to look at goals, actions, and metrics. It was discussed that to determine growth from year to year we need to move from percent meeting or exceeding on state tests to monitoring points. Consultation feedback from each meeting was reviewed and analyzed when writing the new LCAP.

Goal 1 Academic Achievement includes actions relating to academic achievement. Our families and staff expressed concerns about academic achievement and how the district can better support students to increase learning. Interventions and supports will be improved and increased as a result, especially in the area of reading and mathematics. Concerns regarding college and career awareness have resulted in actions that not only increase awareness, but also increase the number of dual enrollment options offered at Gustine High School. Concerns over proper meals being served has been a consistent topic and will be addressed with the completion of the central kitchen to provide freshly cooked meals on a daily basis. Teacher training and planning between special education teachers and general education teachers has influenced the LCAP.

Goal 2 Positive School Climate and Culture was influenced to continue to improve PBIS and also incorporate restorative practices. Students at both middle and high school are asking for more clubs and activities to participate in. The sites are actively trying to increase the number of clubs at each site. Safety and security is also addressed in goal 2. Counselors and mental health clinicians will support the social and emotional needs of students.

Goal 3 Parent, Family, and Community Partnerships was influenced to find additional ways to engage families. A district bilingual community liaison will be hired to further enhance communication between the school and families.

Goal 4: Equity Multiplier Pioneer High School is a new action and was completely influenced through community partner input. Students, staff, and family want more CTE opportunities and classes to take at Gustine High School. They also expressed interest in field trips and guest speakers from career industry leaders. It was requested to get more counseling support and better communication in the form of parent conferences.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.	Broad 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.

Gustine Unified School District recognizes the need for improved academic achievement in all subject areas and needs to develop the skills and experiences to be college and career ready upon high school graduation. All schools in the district will be included in this goal.

The CA Dashboard highlights the needs for improving achievement in all academic areas. Gustine Unified District's schools are scoring "Red" in Mathematics falling 110 points below standard, "Orange" in English Language Arts falling 69.4 points below standard, "Orange" in English Learner Progress with 37.6% of students making progress. All areas are either declining or maintained. GUSD is very focused on improving outcomes by improving and increasing services. The focus will be on strong first instruction based on grade level standards.

Another area addressed in this goal is improving College/Career Readiness. Currently 42.1% of students are college and career ready on the California Dashboard. Amongst the groups in college and career readiness, English Learners are low, Hispanic and Socioeconomically disadvantaged are medium. Students with no performance level are white with 48% prepared and Students with Disabilities with 16.7% prepared.

Due to 85% of students being unduplicated in the district, there is a high need for academic support and improvement. This goal will address those areas and provide the needed supports to improve all academic outcomes for Gustine Unified School District student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain the percent of Students with access to standards aligned instructional materials and/or curriculum frameworks based on current adoptions and purchases (LCFF Priority 1)	100% (Williams Report, fall 2023)			100%	
1.2	Maintain that All Students, including English Learner students, will have access to CCSS and adopted academic content and performance standards and English Learners will also have access to ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency (LCFF Priority 2)	100% (Course calendar 2023-24)			100%	
1.3	Percent of Teachers that are highly qualified (LCFF Priority 1)	71.2% (TAMO 2022-2023)			80%	
1.4	Rate of Teacher Misassignments (LCFF Priority 1)	2.5% (TAMO 2022-23)			0	
1.5	Increase the percent of TK-12 teachers that participate in adopted academic standards and/or curriculum	99% (PD Sign in Sheets 2023-24)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	frameworks professional development by 3% (LCFF Priority 2)					
1.6	i-Ready Reading (percent meeting or exceeding)	2024 i-Ready Diagnostic 3 (May 2024) Kindergarten 57% 1st grade 32% 2nd grade 38% 3rd grade 40% 4th grade 24% 5th grade 24% 6th grade 22% 7th grade 19% 8th grade 15%			Kindergarten 1st grade 90% 2nd grade 50% 3rd grade 56% 4th grade 58% 5th grade 42% 6th grade 42% 7th grade 37% 8th grade 33%	
1.7	i-Ready Math	2024 i-Ready Diagnostic 3 (May 2024) Kindergarten 36% 1st grade 28% 2nd grade 20% 3rd grade 24% 4th grade 22% 5th grade 17% 6th grade 21% 7th grade 8% 8th grade 6%			Kindergarten 54% 1st grade 46% 2nd grade 38% 3rd grade 42% 4th grade 40% 5th grade 35% 6th grade 39% 7th grade 26% 8th grade 24%	
1.8	MAPS Reading	2024 (January-May 2024) 9th grade 21% met or exceeded 10th grade 23% met or exceeded 11th grade 21% met or exceeded			2024 Latest Data 9th grade 30% met or exceeded 10th grade 32% met or exceeded 11th grade 30% met or exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12th grade 31% met or exceeded			12th grade 40% met or exceeded	
1.9	MAPS Math	2024 (January-May 2024) Integrated Math I 21% met or exceeded Integrated Math II 8% met or exceeded Integrated Math III 14% met or exceeded			Integrated Math I 24%met or exceeded Integrated Math II 11% met or exceeded Integrated Math III 17% met or exceeded	
1.10	MAPS Science	2024 (January-May 2024) 9th grade 20% met or exceeded 10th grade 29% met or exceeded 11th grade TBD			9th grade 23% met or exceeded 10th grade 32% met or exceeded 11th grade 32% met or exceeded	
1.11	California Science Test (CAST)	2023 Data (May 2023) % of students who met or exceeded standard 5th grade All: 18.49% LI: 16.83% EL: 1.92% LTEL: NA 8th grade All: 15.60% LI: 17.69% EL: 0% LTEL: 0%			% of students who met or exceeded standard 5th grade All: 27.49% LI: 25.83% EL: 10% LTEL: NA 8th grade All: 24.60% LI: 26.69% EL: 9% LTEL: 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School All: 12.12% LI: 9.43% EL: 3.33% LTEL: 5.56%			High School All: 21.12% LI: 18.43% EL: 12.33% LTEL: 14.56%	
1.12	Distance from standard for 11th grade on the ELA CAASPP (LCFF Priority 4)	Points from Standard (class of 2024 CA Dashboard) All: 17.9 points below EL: 94.7 points below Hispanic: 14.5 points below Low Income: 15.6 points below White: 27.8 points below LTEL: TBD 2024 No Data: SWD, Homeless			Points from Standard All: 12.1 points above EL: 67.4 points below Hispanic: 15.5 points above Low Income: 14.4 points above White: 2.2 above LTEL: 67.4 points below No Data: SWD, Homeless	
1.13	Distance from standard for 11th grade on the Math CAASPP (LCFF Priority 4)	Points from Standard (class of 2024 CA Dashboard) All: 150.3 points below EL: 205.6 points below Hispanic: 155.8 points below Low Income: 156.5 points below White: 115.6 points below LTEL: TBD 2024			Points from Standard All: 120.3 points below EL: 175.6 points below Hispanic: 125.8 points below Low Income: 126.5 points below White: 8.6 points below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No Data: SWD, Homeless			LTEL: 175 below standard No Data: SWD, Homeless	
1.14	Distance from standard for grades 3-8 on ELA CAASPP (LCFF Priority 4)	<p>Points from Standard (2023 CA Dashboard) All: 69.4 points below EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) SWD: 158.5 below standard (district student group with lowest status) White: 52.1 points below Homeless: 113.3 points below LTEL: unknown</p> <p>Gustine Elementary All: 76.4 points below (Lowest status indicator) EL: 86 points below Hispanic: 77.8 points below</p>			<p>Points from Standard All: 39.4 points below EL: 71.9 points below Hispanic: 42 points below Low Income: 34.9 points below SWD: White: 22.1 points below Homeless: LTEL: unknown</p> <p>Gustine Elementary All: 46.4 points below EL: 56 points below Hispanic: 37.7 points below Low Income: 54.2 points below SWD: 96.5 points below White: 39.7 points below Homeless: less than 11</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low Income: 84.2 points below SWD: 126.5 below (Lowest status indicator) White: 69.7 points below Homeless: less than 11 LTEL: unknown</p> <p>Romero Elementary All: 60.1 points below EL: 90.7 points below (lowest group within school) Hispanic: 60 points below Low Income: 65.4 points below SWD: less than 11 students White: less than 11 students Homeless: less than 11 students LTEL: unknown</p> <p>Gustine Middle All: 82.7 points below (lowest status indicator) EL: 115.9 points below (lowest group w/n school) Hispanic: 87.6 points below (lowest group within school)</p>			<p>LTEL: unknown</p> <p>Romero Elementary All: 30.1 points below EL: 60.7 points below Hispanic: 30 points below Low Income: 35.4 points below SWD: less than 11 White: less than 11 Homeless: less than 11 LTEL: unknown</p> <p>Gustine Middle All: 52.7 points below EL: 85.9 points below Hispanic: 57.6 points below Low Income: 59.2 points below SWD: 129.1 points below White: 15.5 points below Homeless: less than 11 LTEL: unknown</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 89.2 points below (lowest group within school) SWD: 159.1 points below (lowest group within school) White: 45.5 points below Homeless: less than 11 students LTEL: unknown				
1.15	Distance from standard for grades 3-8 on Math CAASPP (LCFF Priority 4)	Points from Standard (2023 CA Dashboard) All: 110 points below EL: 125.4 points below (district student group with lowest status) Hispanic: 113 points below (district student group with lowest status) Low Income: 116.2 points below (district student group with lowest status) SWD: 158.5 points below (district student group with lowest status) White: 90.6 points below Homeless: 145.5 LTEL: unknown Gustine Elementary			Points from Standard All: 80 points below EL: 95.4 points below Hispanic: 83 points below Low Income: 86.2 points below White: 60.6 points below Homeless: 115.5 LTEL: unknown Gustine Elementary All: 78.9 points below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All: 87.9 points below EL: 96.8 points below (lowest group within school) Hispanic: 88.7 points below Low Income: 94.1 points below SWD: 126.5 below (lowest group within school) White: 83.7 points below Homeless: less than 11 students LTEL: NA</p> <p>Romero Elementary All: 51.8 points below EL: 67.8 points below Hispanic: 51.5 points below Low Income: 56.3 points below SWD: less than 11 students White: less than 11 students Homeless: less than 11 students LTEL: NA</p> <p>Gustine Middle All: 119 points below EL: 143.6 points below</p>			<p>EL: 87.8 points below Hispanic: 79.7 points below Low Income: 85.1 points below SWD: 117.5 points below White: 74.7 points below Homeless: less than 11 students LTEL: NA</p> <p>Romero Elementary All: 42.8 points below EL: 58.8 points below Hispanic: 42.5 points below Low Income: 47.3 points below SWD: less than 11 students White: less than 11 students Homeless: less than 11 students LTEL: NA</p> <p>Gustine Middle All: 110 points below</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 124.5 points below (lowest group within school) Low Income: 126.8 points below SWD: 193.4 points below (lowest groups within school) White: 86.8 points below Homeless: less than 11 students LTEL: unknown			EL: 134.6 points below Hispanic: 115.5 points below Low Income: 117.8 points below SWD: 184.4 points below White: 77.8 points below Homeless: 100 points below LTEL: 130 points below	
1.16	Increase the percent of students passing EAP Exam by 5% (LCFF Priority 4)	Class of 2024 (CA Dashboard) ELA 46.58% Math 7.44%			ELA 61.58% Math 22.44%	
1.17	Increase the percent of AP test scores of 3 or higher per student enrolled in grades 10-12 by 1% (LCFF Priority 4)	College Board Reports 2023 13.75% (Aeries)			16.75%	
1.18	Increase the percent of students who met a-g requirements by 5% (LCFF Priority 4)	(EdData 2022-23) 38.3%			57.8%	
1.19	High School Graduation Rate (LCFF Priority 5)	(2023 CA Dashboard) 94.3%			97.3%	
1.20	High School Dropout Rate (LCFF Priority 5)	Ed-Data 2022-23 (4 year cohort) 4.7%			1.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Middle School dropout rates (LCFF Priority 5)	(CALPADS 2023) 2			0	
1.22	English Learner Progress Indicator (ELPI) (LCFF Priority 4)	(2023 CA Dashboard) % Making Progress EL=37.6% LTEL=TBD Romero Elementary (lowest group in school) EL=26.1% Gustine Elementary EL=37.8% Gustine Middle School EL=45.6% LTEL=TBD 2025 CA Dashboard Gustine High School EL=37.6% LTEL=TBD 2025 CA Dashboard			District EL=43.6% LTEL=45% Romero Elementary EL=31.1% Gustine Elementary EL=42.8% Gustine Middle School EL=50.6% LTEL=45% Gustine High School EL=42.6% LTEL=45%	
1.23	EL Reclassification Rate (LCFF Priority 4)	Local Data Aeries Query 2023-24 n=38 All EL=6.3% LTEL n=13 LTEL=2.1%			All EL=21.3% LTEL=17.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	Decrease the percentage of Long Term English Learners	Local Data Aeries Query 2023-24 n=175 29.6%			14.6%	
1.25	Percent of students taking a dual enrollment/college credit course.	Local Data Aeries Query 2023-24 n=3 All: 0.05% LI=1.8% EL=1.8% LTEL=1.8% SWD=0%			All=10.05% LI=11.8% EL=11.8% LTEL=11.8% SWD=10%	
1.26	CTE Enrollment-- Percent of students enrolled in a CTE pathway course	Aeries Query Students enrolled in CTE course 2023-24 n=400 74.2% enrolled			100%	
1.27	CTE Completion-- percentage of students who completed a CTE pathway.	Class of 2023 (Aeries Query 2022-23) n=55 10.52% completed a CTE Pathway			40.52%	
1.28	Increase the percent of students who have completed a-g requirements and completed a CTE Pathway by 5%. (LCFF Priority 4)	Class of 2023 (Aeries Query 2022-23) 8.9%			23.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.29	Survey from students (Technology integration survey)	73% (Kelvin Survey May 2023) All: 73% LI: 71% EL: 70%			84%	
1.30	Percentage of Special Day students who are participating in general education. (LCFF Priority 7)	100% (Course Schedule Aeries 2023-24)			100%	
1.31	Programs and services are developed and provided for unduplicated students with administrators, leadership committees, parent committees, and local school board as measured by course enrollment of unduplicated students. (LCFF Priority 7)	100% (Course Schedule Aeries 2023-24)			100%	
1.32	College/Career Indicator	Class of 2023 (2023 CA Dashboard) % Prepared All=42.1% LI=37.1% SWD=16.7% EL=17.1% LTEL=Baseline CA Dashboard 2024			All=51.1% LI=46.1% SWD=25.7% EL=36.1% LTEL=25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.33	Recognition and Rewards for Academic Improvement and Achievement	<p>Local Survey Question: I am recognized and rewarded when I improve or achieve academically. (Kelvin Survey May 2023)</p> <p>District All=65% Hispanic=65% White=65% Black=50% Asian=64% Two or More Races=60% English Learners=Baseline 2025 Low Income=Baseline 2025</p> <p>Gustine Elementary All=77% Hispanic=79% White=76% Black=NA Asian=50% Two or More Races=100% English Learners=Baseline 2025 Low Income=Baseline 2025</p> <p>Romero Elementary All=80%</p>			<p>District All=75% Hispanic=75% White=75% Black=60% Asian=74% Two or More Races=70% English Learners=Baseline 2025 Low Income=Baseline 2025</p> <p>Gustine Elementary All=87% Hispanic=89% White=86% Black=NA Asian=60% Two or More Races=100% English Learners=Baseline 2025 Low Income=Baseline 2025</p> <p>Romero Elementary</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic=79% White=78% Black=NA Asian=NA Two or More Races=100% English Learners=Baseline 2025 Low Income=Baseline 2025</p> <p>Gustine Middle School All=58% Hispanic=61% White=59% Black=0% Asian=29% Two or More Races=40% English Learners=Baseline 2025 Low Income=Baseline 2025</p> <p>Gustine High School All=63% Hispanic=60% White=64% Black=100% Asian=83% Two or More Races=57% English Learners=Baseline 2025</p>			<p>All=90% Hispanic=89% White=88% Black=NA Asian=NA Two or More Races=100% English Learners=Baseline 2025 Low Income=Baseline 2025</p> <p>Gustine Middle School All=68% Hispanic=71% White=69% Black=10% Asian=39% Two or More Races=50% English Learners=Baseline 2025 Low Income=Baseline 2025</p> <p>Gustine High School All=73% Hispanic=70% White=74% Black=100% Asian=93%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income=Baseline 2025			Two or More Races=67% English Learners=Baseline 2025 Low Income=Baseline 2025	
1.34	Maintain pupil enrollment in a broad course of study for all students as measured by the master schedule as described under ED code sections 51210 and 51220 (a-i) (LCFF Priority 7)	Aeries Course Schedule 2023-24 100%			100%	
1.35	Number of Experiential Learning Opportunities and the Percent of low income students who participate in experiential learning.	District wide experiential learning events (2023-24) GES: 5 events/36% low income RES: 3 events/31% low income GMS: 2 events/40% low income GHS: 10 events/30% low income			GES: 5 events/80% low income RES: 3 events/80% low income GMS: 2 events/80% low income GHS: 10 events/80% low income	

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	Curriculum and Instruction	Curriculum and Instruction leadership will conduct meetings as needed with site leaders and selected content leaders to review and recommend curriculum, plan and coordinate district professional development, and recommend instructional methods to the governing board. The research-based curriculum and methods will be based on the needs of English Learners, Low Income, and Foster Youth.	\$620,000.00	Yes
1.2	Academic Intervention	As determined by each school site, administration, teachers, and leadership will increase reading and math intervention programs which may include intervention teachers, additional classroom support, the purchase of specific intervention curriculum, tutoring support in core academic areas, and utilize intervention programs with priority services for Low Income pupils, English Learners, and Foster Youth, and Students with Disabilities. Funding will also support a variety of additional academic	\$422,085.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention and enrichment opportunities that help accelerate student understanding and engagement in learning. This action will increase the academic achievement in the areas of English Language Arts and Mathematics as evidenced by increases in i-Ready Diagnostic scores (Kindergarten-Grade 8), MAPS (9-12), higher levels of reading achievement based on phonemic awareness assessments, and decreasing the distance below standards on the CAASPP assessments. Elementary Physical Education teachers will provide time at the elementary sites to decrease class sizes to allow for Tier II and Tier III interventions.		
1.3	Multi-Tiered Systems of Support (MTSS)	<p>District data states that Low Income students, English Learners, and Foster Youth have higher needs in the areas of academic, behavioral, and Social Emotional health as evidenced by state and local measures.</p> <p>In order to improve the quality and access to interventions and supports, the Multi-Tiered Systems of Support (MTSS) services for English Learners, low income and Foster Youth through a system of on-going analysis of student performance and progress will be improved. District teams will meet to review progress and create additional supports as needed. Professional Learning Communities (PLC) teams and teacher leaders will utilize instructional norms, collect data, and track the progress to improve outcomes for students. Specific time is allotted every Monday for teams to meet and plan.</p> <p>Teachers will be provided with support, resources, data systems, planning days, and grade-level collaboration time to participate in Professional Learning Communities to promote authentic and timely assessment and review of student progress and performance as a means to strengthen instruction, monitor performance gaps between student groups, and to identify students for academic and enrichment interventions.</p> <p>This action will increase and improve the support services provided for English Learners, Foster Youth, and Low Income students in the areas of academics, behavioral, and Social Emotional health as evidenced by survey data and decreases in referrals for intervention, behavioral, and SEL among the stated student groups.</p>	\$231,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>An emphasis on continuous data review to monitor the academic achievement of unduplicated student groups. All sites will create/continue an MTSS team to ensure equitable access and supports are provided to all students not making adequate progress. This will support Tier II classroom instruction and Tier III instruction as well as thorough and continuous monitoring to provide individual supports and data reviews. PBIS and Restorative practices will be reviewed as well to ensure that SEL needs are met for students. District MTSS meetings will include site representatives, mental health clinicians, and counselors to collaborate and create new programs as needed to support unduplicated students. This action will help to monitor progress and make instructional changes to have positive academic and behavioral impacts for unduplicated students.</p>		
1.4	High Quality Staff Professional Development and Instructional Coaching	<p>Gustine Unified School District will provide ongoing professional development to improve practices of educators, instructional aides, administrators, and other staff in order to improve the outcomes and learn new research-based strategies to improve the outcomes for unduplicated students. The certificated professional development will include:</p> <ul style="list-style-type: none"> a) Instructional norms b) MTSS c) PLC development and alignment d) Designated and Integrated ELD e) Sciences of reading f) mathematics framework, using manipulatives, and providing feedback g) Next Generation Science Standards (NGSS) h) standards-based grading, lesson design, rubric development, and i) other strategies <p>Classified and other school employee professional development will be used to increase skills in working with unduplicated students.</p> <p>This action will also provide mentors to support new teachers through induction and ensure ongoing support.</p>	\$578,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Instructional Coaches will provide support and training for all teachers in the district to focus on strategies that support English Learners, low income, and foster youth.</p> <p>An increase of one professional development day was added to the teacher contract to provide professional development throughout the year. A highlight will be the introduction to instructional norms training for all teachers. The district will use the three professional development days to build the capacity of teachers in learning and implementing the instructional norms which are research based strategies proven beneficial to unduplicated students. Staff will provide the training to the teachers.</p>		
1.5	Experiential Learning	<p>Sites will provide hands-on learning experiences and field trips for low income students. These experiences will allow students to connect conceptual knowledge, apply skills, and reflect on the learning process. This funding will support academically focused field trips and learning events. These learning experiences will provide students with the opportunity to reflect on what they are learning and have greater opportunities to engage in and set goals for academic learning in their schools and the community.</p>	\$60,699.00	Yes
1.6	College and Career Readiness	<p>In order to enhance and expand students' opportunities in college and career readiness, staff and counselors will monitor and encourage the enrollment of student groups in Career Technical education courses, AVID, and increase dual/concurrent enrollment. Funding will be provided to cover fees and supplies associated with dual enrollment or work experience.</p> <p>The district will enhance and expand student opportunities to learn about College and Career Readiness and to experience innovative authentic learning through a broad course of study, including elective courses aligned to Career and Technical Education standards and Career Ready Practices, which support CCSS.</p> <p>Gustine High School will continue to participate in the final year of the Networked Improvement Communities for mathematics to improve the</p>	\$373,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		college acceptance rate of Latinx students to four year universities. After the conclusion of CVNIC, best practices will be employed to ensure progress continues.		
1.7	Additional Student Supports	Students also need access to literacy services and books. Instructional aides will support and extend the academic achievement and learning progress of unduplicated students. This will occur within the school day and after school as needed. Library Media Aides will be provided to provide additional literacy services and time for students to have access to a wide variety of books. Funds will also be provided to update library books and research supplies. Funding will also be provided for teachers to update and extend classroom libraries.	\$97,250.00	Yes
1.8	English Language Learner Supports	<p>GUSD and specifically Romero Elementary School will increase services to English Learner students and reclassified students by expanding intervention support and programs. These programs will help in the language acquisition of English Learners because teachers will strategically use language targets during designated and integrated ELD. Lesson plans will be developed weekly and will include an area for English Learners to ensure language acquisition supports are present. Administrators will monitor the progress of English Learners by analyzing and collecting data from walk-throughs. In order to increase language acquisition, the English Learner Coalition team will meet monthly to review the progress of English Learners, research and develop language acquisition programs and classes, and provide suggestions for improving the supports provided to English Learners.</p> <p>Newcomers will receive additional supports as needed to acclimate in the schools, know what resources are available, and their progress and needs will be monitored.</p> <p>Instructional aides will also work with Long Term English Learners to provide additional support as well as progress monitor to ensure all English learners continue to make progress. The district will also provide professional development in the latest research-based practices in</p>	\$90,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>designated and integrated English Language Development and support as well as knowing and understanding where to find out about each English Learner's unique needs. Teachers will be provided with training in the strategic use of student performance data for continuous improvement.</p> <p>This action is expected to increase reclassification and demonstrate progress on the ELPI for every English Learner.</p>		
1.9	Academic Counseling	<p>The California Dashboard and district data show a discrepancy between all students and English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment. School counselors will meet with each unduplicated student at least two times per year to encourage completion of CTE pathways, monitor progress toward graduation and a-g readiness, financial aid, dual enrollment, social and emotional interventions, and provide interventions and academic plans to ensure all students are prepared for college and career.</p> <p>This will be measured by increasing the number of English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment as measured by local data in the student information system of Aeries.</p>	\$315,800.00	Yes
1.10	Educational Technology Integration	<p>Many low income students do not have access to technology tools, internet, or the support to effectively use technology tools to access support in academic areas. This action will increase the integration of technology into classrooms and is intended to increase and improve access to learning resources and instructional technology devices.</p> <p>Students will be provided with Chromebooks, hot spots, and improved internet access as well as digital tools such as Google Apps for education and other digital supports necessary to improve access to core content</p>	\$159,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		areas and prepare for college and career. Each site will ensure common areas and classrooms are equipped with technology tools such as interactive televisions to increase engagement and other technology. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.		
1.11	Supplies for Unduplicated	Additional funding will be provided to purchase supplies and instructional learning materials to better support low income students. In order to provide all students with a positive learning experience to be prepared for college and career, basic materials and supplies will be purchased to support the academic needs of low income.	\$23,500.00	Yes
1.12	Classroom Environment	To increase a positive learning environment and create opportunities for collaboration, furniture will be purchased to provide flexible seating, collaboration tables, and equipment to work as a team. This action will provide space and furniture needed for increased collaboration and teamwork in which research has shown to improve the outcomes of low income and English Learner students.	\$61,000.00	Yes
1.13	Transportation	<p>Gustine Unified School District serves students in Gustine and Santa Nella which are approximately 10 miles apart. Low income students in rural areas and Santa Nella need transportation to get to school.</p> <p>GUSD will contract with an outside busing company to supplement the current number of buses and/or drivers. Due to low number of bus drivers available, GUSD has purchased vehicles to provide and supplement transportation for low income students. Funds will also be utilized to provide GUSD vehicle drivers. Vehicles will also be purchased as needed.</p>	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Professional Learning Communities	<p>Gustine Unified School district has lower levels of achievement, lower a-g completion and college going rate for unduplicated students when compared to all students. In order to improve outcomes, all teachers in Gustine Unified School District participate in Professional Learning Communities (PLC) on a weekly basis. The district recognizes that there is a difference in achievement amongst unduplicated students and PLC time is used to improve instruction for unduplicated pupils. Teachers analyze data specific to student groups and collaborate regarding the best instructional strategies to help English Learners, Low Income and foster youth achieve in schools. Teachers use the plan, do, study, act process to make SMART goals to ensure students are improving academically. In addition to weekly PLC time, teachers, administrators, coaches and counselors meet on a monthly basis for Multi-Tiered Systems of Support (MTSS), EL Coalition Team meetings, and Central Valley Networked Improvement Communities (CVNIC) to increase outcomes for low income, English Learners, and foster youth.</p> <p>Over the next three years, GUSD will recreate a consistent district-wide Professional Learning Community plan that clarifies objectives and accountability measures for data driven collaborative teams and strengthens strong instructional strategies that increase student achievement. This will include implementation of instructional norms, consistent use of data, and building capacity through collaboration time, instructional walkthroughs and classroom visits. Teachers are afforded two PLC collaboration days each year in addition to the early release time. The revamp of the PLC process will focus on improving outcomes for unduplicated student groups.</p>	\$0.00	No
1.15	Increased Achievement in English Language Arts	<p>Gustine Unified School District has a district goal to ensure students are reading on grade level by third grade. In order to meet this goal, GUSD will continue the learning from LETRS and the sciences of reading to implement the instructional changes needed for growth in English Language Arts. Data will be monitored to ensure all students are making progress. Research shows that low income and English Learners students will need explicit and systematic foundational reading instruction in order to boost their reading achievement. These strategies will be part of the core</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instructional program and curriculum will be updated to meet the needs of students. Instructional walk-throughs will be implemented to ensure strong first instruction and fidelity to the program. Each district grade level team in grades TK-5 will be afforded three planning days with the literacy coaches to ensure the needs of low income, English Learner, and students with disabilities needs are planned for and to ensure progress is being made.</p> <p>In grades 6-12, intervention groups will be formed to address the foundational reading needs of low income and long term English Learners. Literacy coaches will provide support as needed to ensure teachers are trained in programs and strategies. Inclusion specialists and aides will be supported with strategies to ensure progress in reading.</p> <p>CAASPP Interim Assessments will be utilized by all teachers in grades 3-11 to monitor progress and ensure low income and English Learner student needs are addressed. Tools for teachers, Standards-based instruction and grading will be utilized to better communicate the learning of all students.</p> <p>All teachers in Gustine Unified will focus on planning lessons to support English Learners, Hispanic, homeless, low income, and students with disabilities through differentiated instruction, clear learning objectives, visual and auditory supports, and formative assessments and feedback. Gustine Elementary: focused planning to develop effective lessons to support inclusion for students with disabilities through differentiated instruction and strategies tailored to the needs of the students. Romero Elementary: planning focused on English Learners to further language development focused on vocabulary development phonics, and comprehension tailored to the language proficiency of English Learners. Gustine Middle: planning will be focused on English Learners, Hispanic, low income, and students with disabilities. Planning will include intervention supports and language supports for English Learners.</p> <p>By implementing these strategies, Gustine Unified School District and schools can effectively support the diverse needs of English Learners, Hispanic students, socioeconomically disadvantaged students, homeless</p>		

Action #	Title	Description	Total Funds	Contributing
		students, and students with disabilities across different school sites, fostering improved reading achievement and overall academic success.		
1.16	Increase Achievement in Mathematics	<p>English Learners, Low income students, Hispanic, and students with disabilities are red on the CA Dashboard and the lowest status by indicator on the CA Dashboard for the district. Gustine Elementary School had the student groups of English Learners and Students with Disabilities as the lowest status on the CA Dashboard. The CA Dashboard also reports that the lowest status at Gustine Middle School for mathematics is Hispanic and students with disabilities. The district is working toward improving outcomes for these groups through a concerted effort districtwide to improve the quality of instruction.</p> <p>All mathematics teachers will engage students with the following strategies:</p> <p>Rich Mathematical Problems: Mathematics teachers across the district will engage students in complex and meaningful mathematical problems that encourage reasoning and problem-solving skills based on conceptual understanding.</p> <p>Productive Struggle: Teachers will employ strategies to support students through productive struggle in mathematics, encouraging them to grapple with challenging concepts and develop resilience in problem-solving.</p> <p>Differentiated Instruction: Tailored instructional approaches will be used to meet the diverse needs of English Learners, low-income students, and students with disabilities, ensuring that all students receive appropriate support and challenge.</p> <p>The district will contract with Merced County Office of Education to provide training in conceptual understanding, use of manipulatives, Building Thinking Classrooms, and lesson design to improve the outcomes of these student groups. In addition all mathematics teachers will be a part of a three day, grade specific training to learn about the mathematics frameworks and how to teach specific grade level strands and standards.</p>	\$77,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Classroom walkthroughs will ensure manipulatives are used regularly, collaboration is happening, and students are engaging in rich, grade level mathematics.</p> <p>CAASPP Interim Assessments will be utilized by all teachers in grades 3-11 to monitor progress and ensure low income, English Learner, Hispanic, and Students with disabilities needs are addressed. Tools for teachers and Standards-based instruction and grading will be utilized to better communicate the learning of all students. Tier II interventions in the classroom will be provided to students based on the data.</p> <p>Tier II interventions will be focused on mathematics and support the learning of low income, long term English Learners, Hispanic, and students with disabilities. Students will be grouped based on need and progress will be monitored to ensure growth.</p> <p>Students with Disabilities district wide will learn mathematics through inclusion, with accommodations in place, to ensure instruction is at the grade level standard.</p> <p>Gustine High School will offer Math I and Math II Support classes. These support classes will take the place of an elective course and provide hands-on learning and review of important mathematical concepts to ensure unduplicated students are learning math at high levels.</p> <p>By implementing these strategies, Gustine Unified School District aims to improve academic outcomes and support the success of English Learners, low-income students, and students with disabilities in mathematics.</p>		
1.17	Celebrations of Learning and Incentives	To celebrate learning for unduplicated student groups, sites will provide incentives and awards to celebrate students for high achievement, academic improvement, and academic accomplishments such as the Seal of Biliteracy, reclassification, improvement in CAASPP, CAST, ELPAC and other measures.	\$46,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Long Term English Learners	<p>The needs of Long Term English Learners (LTEL) will be addressed through professional development of all teachers to know and understand the needs of LTELs as well as how to support their academic success. These supports will include the use of ELD standards, using the four domains in daily instruction, and visual aids to support English Language Arts and mathematics. This support will also include intervention and/or tutoring for Long Term English Learners.</p> <p>All LTELs will have goals created in Ellevation to monitor progress in academics and language development.</p>	\$5,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Positive School Climate and Culture GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Gustine Unified School District developed the Positive Climate and Culture goal to address the social and emotional needs of students in all of our schools. This goal is created to ensure students want to attend school and feel safe and connected. Student engagement has been an area of need for district schools.

The California Dashboard reports that 29.9% of students are chronically absent. This was a decline of 11.3%, but is still at a very high percentage. Student groups in "orange" are homeless, two or more races, and white. Student groups in "Yellow" are English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. Student attendance is also low at 93.52%.

The graduation rate for Gustine Unified has improved 5.1% to 94.3%. This is a positive and Goal 2 aims to increase graduation rates even further, especially for English Learners.

Suspension rates are reported on the CA Dashboard as needing improvement. All students are "Yellow" which was a slight decline of 0.5%. The two or more races and white student groups are "Red," the homeless student group is "Orange" and students with disabilities and socioeconomically disadvantaged are in "Yellow." Student groups in green are English Learners and Hispanic. The dashboard highlights the need for improvement in suspension rate.

Support services for mental and social/emotional health will be heavily supported in this goal due to a rise in referrals for services and support for unduplicated students. Each site works with counselors to address the mental health needs of the students, but there has been an increase in referrals for behavioral supports in the classroom as well as mental health supports for individual students.

This goal will address student belonging, feeling safe in schools, and creating more opportunities to participate in school. This will help students want to come to school and address the issues with chronic absenteeism and improve attendance. This goal also addresses suspension and expulsion rates, graduation rate, and dropout rates. Additional counseling and support will create a positive and welcoming

environment which will encourage students to attend school regularly, be involved and participate in activities, as well as feel safe because behaviors are proactively addressed and therefore reduce suspension and expulsion rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	FIT Report Increase the percent of facilities in good repair (Priority 1)	Williams Report (fall 2023) 98.09%			100%	
2.2	Increase the percent of staff, students, and families who report Connectedness to School	Kelvin Local Survey (May 2024) Staff stating they feel connected to the school. Staff=88% Students stating they feel connected to the school. All=69% Hispanic=70% White=70% Black=75% Asian=59% Two or More Races=61% EL=71% LI=71% Homeless-86% Families stating they feel connected to the school			Staff=91% Students All=72% Hispanic=73% White=73% Black=78% Asian=62% Two or More Races=64% EL=74% LI=74% Homeless=89% Families=85.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Families=82.1%				
2.3	Facilities are Clean and in good Repair	<p>Kelvin Local Survey (May 2024) % stating facilities are clean and in good repair</p> <p>Staff=74%</p> <p>Students All=61% Hispanic=62% White=63% Black=0% Asian=50% Two or More Races=50% EL=68% LI=65% Homeless=67%</p> <p>Families=74%</p>			<p>Staff stating facilities are clean and in good repair. Staff=77%</p> <p>Students stating the school campus is clean. All=64% Hispanic=65% White=67% Black=3% Asian=53% Two or More Races=53% EL=71% LI=68% Homeless=70%</p> <p>Families=77%</p>	
2.4	Safety	<p>Kelvin Local Survey (May 2024)</p> <p>Staff stating they feel safe or very safe. Staff=84%</p> <p>Students stating they feel safe or very safe. All=70% Hispanic=72% White=72% Black=50% Asian=54%</p>			<p>Staff stating they feel safe or very safe at school. Staff=87%</p> <p>All=73% Hispanic=75% White=75% Black=53% Asian=57% Two or More Races=59% EL=71%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races=56% EL=68% LI=72% Homeless=60% Families=87.5%			LI=75% Homeless=60% Families 90.5%	
2.5	Suspension Rate	CA Dashboard 2023 % suspended at least one day District All= 4.9% Hispanic=4.3% White=13.5% (districtwide group with the lowest status indicator) Two or More Races=7.3% (districtwide group with the lowest status indicator) Homeless=5.7% Low Income=4.7% SWD=7.6% EL=4.4% Gustine Elementary All=3.2% suspended (lowest status indicator) Hispanic=2.7% White=8.8% suspended (lowest group within school)			District All= 1.9% Hispanic=1.3% White=4.3% Two or More Races=10.5% Homeless=2.7% Low Income=1.7% SWD=4.6% EL=1.4% Gustine Elementary All=0% Hispanic=0% White=5% Two or More Races=0% Homeless=7.5% Low Income=0% SWD=2.3% EL=0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Two or More Races=less than 11 students Homeless=10.5% Low Income=3.5% suspended (lowest group withing school) SWD=5.3% EL=1.7%</p> <p>Romero Elementary All= 0% Hispanic=0% White=0% Two or More Races=0% Homeless=0% Low Income=0% SWD=0% EL=0%</p> <p>Gustine Middle School All= 8.9% Hispanic=7.9% White=11.4% Two or More Races=16.4% Homeless=less than 11 students Low Income=8.6% SWD=19.6% EL=8.9%</p> <p>Gustine High School All= 5.8% Hispanic=5.2% White=5.7%</p>			<p>Romero Elementary All= 0% Hispanic=0% White=0% Two or More Races=0% Homeless=0% Low Income=0% SWD=0% EL=0%</p> <p>Gustine Middle School All= 5.9% Hispanic=4.9% White=8.4% Two or More Races=13.4% Homeless=4% Low Income=5.6% SWD=16.6% EL=5.9%</p> <p>Gustine High School All= 2.8% Hispanic=2.3% White=2.7% Two or More Races=17% Homeless=4.7% Low Income=2.2% SWD=5.9%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races=20% Homeless=7.7% Low Income=5.2% SWD=8.9% EL=7.8%			EL=4.8%	
2.6	Expulsion	EdData 2022-23 Expulsions=2			Expulsions=0	
2.7	Attendance rates	Aeries (monthly attendance summary totals 2023-24) 93.52%			95.52%	
2.8	Chronic Absenteeism	EdData 2022-23 Chronic Absenteeism rate District All=29.9% English Learners=28.4% LI=32.4% FY=8.3% Homeless= 47.1% Hispanic=29.4% White=35.6% Two or more races=33.3% SWD=36.7% Gustine Elementary School All=29.7%			District All= 19.9% English Learners= 18.4% LI= 22.4% FY=3.3% Homeless= 37.1%% Hispanic=19.4% White=25.36% Two or More Races=23.3% SWD= 26.7% Gustine Elementary School All=19.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners=26.7% LI=32% FY=less than 11 students Homeless=47.4% Hispanic=28.7% White=36.8% Two or More Races=less than 11 students SWD=27.4%</p> <p>Romero Elementary School All=31.6% English Learners=23.8% LI=33.9% FY=less than 11 students Homeless=less than 11 students Hispanic=31% White=50% Two or More Races=less than 11 students SWD=37.5% (lowest group within school)</p> <p>Gustine Middle School All=28.6% English Learners=33.3% LI=31.4%</p>			<p>English Learners=16.7% LI=22% FY=3% Homeless=37.4% Hispanic=18.7% White=26.8% Two or More Races=3% SWD=17.4%</p> <p>Romero Elementary School All=21.6% English Learners=13.8% LI=23.9% FY=3% Homeless=20% Hispanic=21% White=40% Two or More Races=3% SWD=27.5%</p> <p>Gustine Middle School All=18.6% English Learners=23.3% LI=21.4% FY=3% Homeless=20% Hispanic=18.6% White=23.3% Two or More Races=17.3%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY=less than 11 students Homeless=less than 11 students Hispanic=28.6% White=33.3% Two or More Races=27.3% SWD=38.8%			SWD=28.8%	
2.9	School Participation	Kelvin Local Survey (May 2024) Student Survey: Do you belong to clubs, leadership, and/or participate in school activities? Latest Local Survey 2024 All=54% Hispanic=52% White=55% Black=50% Asian=56% Two or More Races=45% English Learners=47% Low Income=50% Homeless=100% Gustine Elementary All=47% Hispanic=47% White=46% Black=NA Asian=50%			All=64% Hispanic=62% White=65% Black=60% Asian=66% Two or More Races=65% English Learners=50% Low Income=53% Homeless=100% Gustine Elementary All=57% Hispanic=57% White=56% Black=60% Asian=60% Two or More Races=100% English Learners=53%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Two or More Races=100% English Learners=50% Low Income=29% Homeless=50%</p> <p>Romero Elementary All=76% Hispanic=74% White=72% Black=NA Asian=100% Two or More Races=100% English Learners=60% Low Income=50%</p> <p>Gustine Middle All=36% Hispanic=37% White=37% Black=0% Asian=29% Two or More Races=0% English Learners=41% Low Income=39% Homeless=100%</p> <p>Gustine High All=69% Hispanic=65% White=71% Black=33% Asian=73% Two or More Races=40% English Learners=50%</p>			<p>Low Income=32% Homeless=53%</p> <p>Romero Elementary All=86% Hispanic=84% White=82% Black=80% Asian=100% Two or More Races=100% English Learners=63% Low Income=53%</p> <p>Gustine Middle All=46% Hispanic=47% White=47% Black=10% Asian=39% Two or More Races=10% English Learners=44% Low Income=42% Homeless=100%</p> <p>Gustine High All=79% Hispanic=75% White=81% Black=43% Asian=83%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income=60% Homeless=100%			Two or More Races=50% English Learners=53% Low Income=63% Homeless=100%	
2.10	Positive Behaviors	<p>Kelvin Local Survey (May 2024) Student Survey: Students are recognized and rewarded for positive behavior. Latest Local Survey</p> <p>District All=70% Hispanic=71% White=72% Black=33% Asian=54% Two or More Races=47% English Learners=73% Low Income=73% Homeless=100%</p> <p>Gustine Elementary All=73% Hispanic=74% White=78% Black=NA Asian=25% Two or More Races=0% English Learners=75% Low Income=63%</p>			<p>District All=80% Hispanic=81% White=82% Black=43% Asian=64% Two or More Races=57% English Learners=73% Low Income=73% Homeless=100%</p> <p>Gustine Elementary All=83% Hispanic=84% White=88% Black=70% Asian=35% Two or More Races=50% English Learners=78% Low Income=66% Homeless=100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless=100% Romero Elementary All=73% Hispanic=71% White=67% Black=NA Asian=100% Two or More Races=100% English Learners=40% Low Income=33% Homeless=NA Gustine Middle All=62% Hispanic=64% White=65% Black=0% Asian=29% Two or More Races=20% English Learners=69% Low Income=73% Homeless=100% Gustine High All=74% Hispanic=74% White=77% Black=100% Asian=67% Two or More Races=71% English Learners=78% Low Income=75% Homeless=100%			Romero Elementary All=83% Hispanic=81% White=77% Black=50% Asian=100% Two or More Races=100% English Learners=43% Low Income=36% Homeless=NA Gustine Middle School All=72% Hispanic=74% White=75% Black=10% Asian=39% Two or More Races=30% English Learners=72% Low Income=76% Homeless=100% Gustine High School All=84% Hispanic=85% White=87% Black=100% Asian=77%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Two or More Races=81% English Learners=81% Low Income=78% Homeless=100%	
2.11	Nutritious Meals	Kelvin Local Survey (May 2024) Cafeteria meals are nutritious and taste good. All students=40% English Learner-41% LI=39%			All students=75% English Learner=75% LI=75%	

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	Safe Facilities	<p>Gustine Unified School District is working to provide more opportunities for CTE pathways and provide additional career training opportunities. In order to do this, the district will also begin the process of updating facilities at the old middle school and high school to create additional classrooms, meeting rooms, CTE sites, etc. This will increase the number of students who are able to complete CTE pathways due to additional space and more opportunities of interest to students. The district will also continue to increase FIT percentages and ensure student and staff safety;</p> <p>GUSD will provide regular maintenance, repairs, and updates to school and district buildings and grounds. All district sites will ensure regular cleaning and sanitizing of high-touch surfaces to maintain good health. Bathrooms will be updated to improve privacy. This action Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities.</p>	\$628,100.00	Yes
2.2	Support Services for Social Emotional and Mental Health	<p>School counselors, mental health clinicians, and psychologists will offer counseling and mental health services district-wide to help students resolve personal or interpersonal problems. They may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. Trauma-informed approaches will be used to create a safe and supportive environment, provide appropriate interventions, and help students process traumatic experiences. Support services will include Social and Emotional Learning (SEL) through programs, classroom presentations, small group, and individual sessions to promote self-awareness, self-management, relationship skills, and responsible decision-making. Two mental health clinicians and two Board Certified Behavior Analysts (BCBA) will provide additional support. This will help school staff proactively identify at-risk students and quickly facilitate a response to better implement behavior management techniques, reinforcement strategies and create an environment conducive to learning and connectedness.</p>	\$1,217,372.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implementing these research-based strategies will enable school counselors, mental health clinicians, psychologists, and behavior analysts to provide effective, evidence-based counseling and mental health services district-wide, fostering a supportive and nurturing school environment for all students.		
2.3	Health Services for Low income, Foster Youth, SPED	<p>In order to address the health needs of the unduplicated students the district will provide an equal level of health services at all sites in order to provide better care to students. The district will continue to support a full time school nurse in order to provide more comprehensive care to low income and foster youth as well to better serve all students. Health aides work with low-income and foster youth families to connect them with health services such as dental care, vision support, immunizations, and other health needs. Students with special needs also have health needs that are monitored by the district nurse. Hygiene supplies will be stocked in each of the health aide offices to provide hygiene kits for unduplicated students.</p> <p>Upon enrollment, the district nurse will meet with each foster student and complete a health screening for vision, dental, and hearing.</p>	\$325,000.00	Yes
2.4	Engagement, Enrichment, and Leadership	<p>District data shows that low-income students have fewer opportunities to participate in enrichment activities. Opportunities for engagement, enrichment, and leadership will be increased by providing funding for sites and stipends to coach, organize, and create additional student activities and provide necessary supplies and uniforms as needed. This action includes events and guest speakers in order to encourage students to participate in school through activities, enrichment, clubs, and the arts. Trips and incentives to support achievement, improvement, and good citizenship. Transportation will be provided so low-income students have the opportunity to participate.</p> <p>The district and sites will continue to expand leadership opportunities for students to ensure students' voice drives strategies and initiatives. A</p>	\$77,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>district student advisory committee will be established and sites will continue to support student leadership through ASB, the student board, and other clubs on campus. Training for students and materials will be provided.</p> <p>The intended outcomes for this action will be increased membership and participation of low-income students in leadership, clubs, and activities as measured by surveys and club rosters.</p>		
2.5	School Safety and Positive Learning Environment	<p>School safety is a priority at each of the school sites. There is a need to provide proper materials, equipment, and signage to keep the campuses safe. There is also a need for additional supervision during passing periods and breaks where students congregate in common areas. These areas are where the sites see most disruptive behaviors based on referrals and suspensions.</p> <p>Campus Supervisors, the School Resource Officer (SRO), and Assistant Principals will work together to provide a safe school campus for students and staff as well as improve student conduct by being present, building healthy relationships, and monitoring the school campuses. The SRO will provide presentations in classrooms and at school assemblies to build a positive community and work together with students in a supportive, proactive way. A Teacher in Charge role will be assigned at each school site to maintain student safety in the absence of administrators.</p> <p>In order to maintain communication and safety, materials such as radios, equipment and supplies as well as additional services to ensure all school sites are secure and staff and students are safe.</p>	\$861,483.00	Yes
2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	<p>Gustine Unified will continue to build capacity to teach all students appropriate behaviors through the evidence-based three-tiered Positive Behavioral Interventions and Supports (PBIS) framework that uses data, systems, and strategies to improve student outcomes each day. Supplies and materials will be purchased as incentives and rewards for following</p>	\$85,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>expected behaviors. The sites will improve data collection ways to track data and successful outcomes. Restorative practices will be introduced and incorporated to help build communities and relationships. Staff will also provide conflict resolution to support better relationships amongst staff and students.</p> <p>The district will monitor data and provide additional resources to lower the suspension rate of the student groups of white and two or more races who were the lowest status indicator on the California Dashboard for suspension rate. Gustine Elementary schools groups with the lowest status of suspension are socioeconomically disadvantaged and white students. These areas will be addressed through a tailored PBIS program focused on these student groups which reinforce positive behaviors through clear expectations, incentives, and consistent feedback. Restorative practices will be implemented to shift from punitive measures to instead focus on repairing harm, building relationships, and fostering accountability. These collaborative approaches will help to resolve conflicts and address behavioral issues.</p>		
2.7	Attendance	<p>Gustine Unified School District has had a decrease in chronic absenteeism based on CA Dashboard. All students are 29.9% chronically absent in the district with a decrease of 11.3%. Low Income and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. To address this need, Gustine Unified School District will continue to provide district student support services coordinating district efforts to improve attendance. In addition Romero Elementary School was identified on the California Dashboard as with the lowest indicator for chronic absenteeism for students with disabilities. In order to address this, Romero will work with families to create personalized attendance plans for students with disabilities to set goals, create strategies, and plan interventions based on student needs. School sites will partner with outside agencies in focused efforts to reduce chronic absenteeism and increase attendance rates.</p> <p>The district will continue the School Attendance Review Board (SARB) and develop strategies, supports, and incentives for students to ensure higher</p>	\$131,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>attendance rates and avoid chronic absenteeism. Improve upon the tiered re-engagement strategies through family partnerships and home visits to determine why the student is absent from school and create plans to re-engage in the school system. Family training on the importance of attendance will continue to be supported as a part of the SARB process.</p> <p>Attendance awareness will be implemented for all school sites. A specific focus will be on improving attendance at the primary levels, specifically Transitional Kindergarten and Kindergarten. Data will be tracked to determine best practices and to monitor attendance trends.</p>		
2.8	Nutritious and Healthful Meals	The district has received feedback from all educational partners regarding the quality and healthfulness of student meals. In order to provide more quality foods, the district will need to upgrade its facilities to include a cooking kitchen. This kitchen will provide freshly made, nutritious meals and a chef to oversee the meal preparation.	\$1,913,650.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent, Family, and Community Partnerships GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Gustine Unified School District recognizes the importance of family and community partnerships to ensure all students are engaged, supported, and successful in school. This goal was created to reflect the commitment of Gustine Unified School District to build partnerships with families and the community to better support unduplicated student populations. Based on attendance at events, area of improvement for district schools is to better engage families of unduplicated students in the educational process. Increased partnerships with families will improve academics, school engagement, and create a partnership between school and home.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Decision Making Percent of families who agree or strongly agree they have opportunities to be a part of decisions	Kelvin Local Survey (May 2024) 84%			87%	
3.2	Participation in SSC, DELAC, ELAC	DELAC Meeting Sign in sheets 2023-24 75%			77%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Unduplicated percentage of families who attend events	Event Sign in Sheets 2023-24 20%			60%	
3.4	Child Care Families stating they agree or strongly agree that child care is available to attend meetings and events	Kelvin Local Survey (May 2024) 50%			80%	
3.5	Promotion of Parental participation in programs for unduplicated pupils and individual with disabilities.	Kelvin Local Survey (May 2024)-Were you notified or personally contacted to attend events for student groups? Unduplicated Students: 0% Special Education Students: 0%			75%	
3.7	Communication Percent of families who agree or strongly agree they are aware of events, activities, and schedules	Kelvin Local Survey (May 2024) 88.4%			91.4%	

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	Parent Capacity Building	<p>Families of unduplicated students have stated they are interested in capacity building activities. The district will increase and improve opportunities for parents of English learners, foster youth, and socioeconomically disadvantaged students to understand and be involved in district processes and school activities, advisory groups, and strategies to support learning at home. Promote parent leadership to ensure all families know the representatives to the advisory groups to encourage active engagement in the school and district community.</p> <p>This action will be measured by the number of parents attending capacity building workshops as well as greater participation and attendance at meetings of school site council, DELAC, ELAC, and district advisory committee.</p>	\$70,600.00	Yes
3.2	Engagement Opportunities	<p>The district needs to increase and improve the number of engagement opportunities for families of unduplicated student groups.</p> <p>The district and school sites will plan and promote activities, programs, and showcase events to highlight and celebrate student and parent successes in order to build community and belonging to increase the participation of</p>	\$31,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>parents of English Learners, Foster Youth, and Low Income. These engagements will build greater understanding of the academic program, increase communication between school and home, as well as provide general opportunities for families to engage in the school community in a positive way.</p> <p>The outcome will be measured by attendance of the families of unduplicated pupils as well as the increased level of satisfaction of engagement opportunities among unduplicated families.</p>		
3.3	Child Care for Parents to Engage	<p>Based on survey data, many low income and English Learner families do not have the opportunity to participate in meetings and trainings due to child care responsibilities.</p> <p>In order to increase access and the ability for parents of English Learners and Low income students to attend school meetings child care will be provided. A survey will be sent prior to the meeting to gauge the needs of child care for each meeting. The district will create child care kits to ensure materials are available for students during child care.</p> <p>The outcome will be measured by increased attendance of parents of English Learners and low income students.</p>	\$8,878.00	Yes
3.4	Family Partnerships	<p>GUSD needs to increase the participation of families of Low Income students and English Learners as measured by attendance at school functions.</p> <p>In order to build family partnerships, each site will have a dedicated family bilingual liaison to reach out to families to build partnerships with families to increase engagement, convey school information, ensure all parent meetings are interpreted. The liaisons will build connections and ensure that the families are not only aware of events, but will also ensure that needs are met regarding participation such as interpretation and child care.</p>	\$96,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Incentives for families to attend events and participate in capacity building will be provided.</p> <p>Upon arrival to school, newcomer families will meet with bilingual liaisons to share resources such as the community resource room, provide support in accessing communication tools and resources, school supplies, and have an orientation to teach about the school system.</p>		
3.5	Structures for Communication	<p>Survey data shows that unduplicated families are more aware of events, activities, and meetings due to greater communication from the schools. Families are sometimes overwhelmed with the amount of communication that is sent to them via ParentSquare. District staff will work with sites to ensure important messages are being sent through ParentSquare and other events are advertised on social media, websites, and through flyers. Staff will be trained on additional strategies for utilizing our communication software and increase ways for families to access it.</p> <p>To promote ongoing and open communication among all community partners in English and Spanish that maintains a culture of respect, integrity and inclusion through site personnel, programs, an updated website, multiple forms of district/site communication, office/communication supplies, and document translation services. This will include a variety of tools including Parent Square, websites, email communication, text messaging, postage, incorporating the use of apps, and traditional communication.</p> <p>The outcome of this action will be based on the number of families who report being aware of events, activities and meetings.</p>	\$44,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Equity Multiplier Pioneer High School</p> <p>Starting in the 2024-2025 school year, Equity Multiplier funds were made available for schools which met the non-stability rate and high socioeconomically disadvantaged rates.</p> <p>By June 6th, 2025, Pioneer High School will increase the College and Career Indicator by 5% and achieve a 5% increase in the Graduation rate on the CA Dashboard.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>Gustine Unified School District is prioritizing College and Career Readiness for the identified Equity Multiplier school, Pioneer High School. In collaboration with educational partners, this school identified the needs for additional support for college and career readiness through access to CTE pathway classes at Gustine High School, counseling support, and updating the instructional space to provide for collaboration and updated technology.</p> <p>The CA Dashboard demonstrates the need for increased college and career preparedness with only 5.3% of students who are college and career prepared.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College/Career Preparedness on CA Dashboard	Pioneer High School Students 5.3% prepared			Pioneer High School Students 18%	
4.2	Graduation Rate CA Dashboard	89.5% Graduated			95% graduated	
4.3	Percent of students who received two individual Academic Counseling sessions during the school year.	39%			100%	
4.4	Career Technical Education # of pathway courses taken at Gustine High School	# of students taking a CTE pathway course at Gustine High School = 0			10	
4.5	Surveys (Local Survey) % Satisfied with classroom environment % satisfied with field trips % satisfied with guest speakers % satisfied with course opportunities	Surveys % satisfied with the classroom environment 20% % satisfied with field trip opportunities 0% % satisfied with guest speakers 0% % satisfied with course opportunities 50%			Surveys % satisfied with the classroom environment 80% % satisfied with field trip opportunities 80% % satisfied with guest speakers 80% % satisfied with course opportunities 80%	

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
4.1	College and Career Preparedness	<p>Students who attend Pioneer High School will have flexible scheduling and access to CTE pathway courses at Gustine High School to complete a CTE pathway leading to college and career readiness.</p> <p>Field trips to community colleges, trade schools, and businesses will be provided to ensure students are provided additional college and career options.</p> <p>Guest speakers will also be provided to further career planning.</p> <p>Parent Conferences will take place at least one time per year.</p>	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Counseling Support	<p>All Pioneer High School Students will receive college and career counseling and SEL counseling support provided by high school counselors and/or mental health clinicians to ensure engagement in school.</p> <p>Academic counseling will focus on college and career readiness, a-g enrollment and completion rates, grade point average, and ensure credits are recovered.</p> <p>Social, Emotional, and Mental Health counseling will be provided as needed. Motivational speakers, as well as speakers on drug, alcohol, vaping, and behavioral information will be provided as well.</p>	\$15,000.00	No
4.3	Learning Classrooms	Learning spaces will be updated to ensure flexible seating, collaboration tables, and additional technology tools to improve the engagement in the classroom and academics.	\$20,000.00	No

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
\$6,635,748	\$816,869

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
36.195%	8.432%	\$1,584,063.57	44.627%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Curriculum and Instruction</p> <p>Need: Low Income students, English Learners, Foster Youth, and Students with Disabilities have lower rates of academic achievement as evidenced by state and local measures.</p>	This action is intended for supplemental and concentration funds to research and provide effective strategies and supplemental programs to provide the best instruction and support for English Learners, low income, and foster youth. This action will be implemented LEA-wide as curriculum will be adopted and aligned with meeting the needs of the unduplicated students.	Percent of students with access to standards aligned instructional materials (1.1); Maintain all students, including ELs have access to CCSS and ELD standards (1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CAASPP ELA All: 69.4 points below, EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) Math All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status)</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Academic Intervention</p> <p>Need: Low Income students, English Learners, Foster Youth, and Students with Disabilities (low income) have lower rates of academic achievement as evidenced by state and local measures.</p> <p>CAASPP ELA All: 69.4 points below, EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status)</p>	<p>Due to the way interventions are set up in schools, they are provided on an LEA-wide basis with students deploying for interventions. The services are for Low Income pupils, English Learners, and Foster Youth, and Students with Disabilities will be implemented.</p>	<p>i-Ready Reading and math diagnostic (1.6, 1.7) MAPS Reading and Math (1.8, 1.9)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Math All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status)</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Multi-Tiered Systems of Support (MTSS)</p> <p>Need: English Learners, Foster Youth, and Low Income Learners are not performing at or above standards in ELA, Math, or Science as evidenced by CAASPP Scores.</p> <p>CAASPP ELA All: 69.4 points below, EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status)</p> <p>Math All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status)</p> <p>Science 5th grade: All: 18.49%, LI: 16.83%, EL: 1.92% 8th grade: All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%</p>	<p>This action will help to monitor progress and make instructional changes to have positive academic and behavioral impacts for unduplicated students. Monitoring the outcomes of all students and ensuring that unduplicated students are achieving at the same level or higher will ensure that the provided supports for unduplicated are having the impact intended. It will allow for the adjustment of services throughout the year to ensure progress for unduplicated students. GUSD believes that through these researched based strategies, unduplicated students will have a positive impact on academic achievement and learning.</p>	<p>CAST Scores (1.11), Distance from standard ELA (1.12, 1.14), Distance from standard math (1.13, 1.15)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>High School: All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%</p> <p>Scope: LEA-wide</p>		
1.4	<p>Action: High Quality Staff Professional Development and Instructional Coaching</p> <p>Need: English Learners, Foster Youth, and Low Income Students (including low income Special Education Students) continue to demonstrate the need for English Language Arts and mathematics academic improvement. In English Language Arts "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49%, LI: 16.83%, and EL: 1.92%. In 8th grade All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%. High School All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%. There is a great need to support the unduplicated students.</p> <p>Scope:</p>	<p>To address this professional learning will be provided to teachers and support staff from instructional coaches, county office, and other staff and providers in the areas of instructional norms, instructional frameworks, sciences of reading, mathematics, science, and other content areas. This training will be focused on strategies that support the needs of unduplicated students. Applying this action LEA-wide provides a broad impact and reduces the possibility of unintentional disparities between school sites or student groups.</p>	<p>Instructional Norms classroom walkthroughs (1.34), Increase % teachers who participate in PD (1.5), CAASPP/CAST Scores (1.11, 1.12, 1.13, 1.15, 1.15)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	<p>Action: Experiential Learning</p> <p>Need: Low income students have fewer opportunities to engage in experiential learning activities. Only about 33% of low income students are engaged in experiential learning activities.</p> <p>Scope: LEA-wide</p>	The expected outcomes are to increase the number of low income students who are academically engaged and have the opportunities to participate in academic learning experiences and solidify classroom learning. GUSD believes that providing these opportunities for low income students, low income students will have higher rates of achievement and more connections to academic content as evidenced by surveys and academic achievement. This action will be implemented LEA-wide and is expected to increase opportunities for unduplicated and all students as well.	Number of Experiential Learning Opportunities and the Percent of low income students who participate in experiential learning.(1.35)
1.6	<p>Action: College and Career Readiness</p> <p>Need: District and state data demonstrate that low-income students (37.1%), English Learners (17.1%), and Special Education (16.7%) students have lower rates of college and career preparedness than all students (42.1%).</p> <p>Scope: Schoolwide</p>	Expected outcomes will include increased rates of college and career readiness among Low-income students, English learners, and low income Special Education students. GUSD believes there will be an increase in college readiness and CTE completion for unduplicated students due to the increased focus of college and career and improved counseling throughout the classes and activities. It is provided LEA wide to ensure that college and career is included in every class on campus.	CA Dashboard College and Career Indicator (1.32), CTE enrollment (1.26) and completion (1.27), dual enrollment (1.25), a-g and CTE (1.28)
1.7	<p>Action: Additional Student Supports</p> <p>Need: Gustine Unified School district's Low Income, Foster Youth, and English Learner students</p>	The additional supports are integrated into the classrooms on an LEA-wide basis to specifically serve unduplicated students. These additional supports will improve achievement in English Language Arts and math metrics.	Increased achievement in ELA and math. (1.11, 1.12, 1.13, 1.14, 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>have the most opportunity for continued academic growth according to the most current state and local assessments. In English Language Arts "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49%, LI: 16.83%, and EL: 1.92%. In 8th grade All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%. High School All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%. There is a great need to support the unduplicated students. Based on local data, many students need additional time and support in the classroom and afterschool. This action will be presented LEA-wide as it will benefit all students in addition to unduplicated students.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Academic Counseling</p> <p>Need: Low Income Students 37.1% and English Learners 17.1% have lower levels of college and career preparedness when compared with all students at 42.1%.</p>	Counseling is provided LEA wide, but this action will ensure Low Income students and English Learners have at least two individual counseling sessions to ensure they are prepared for college and career. This action will be served on an LEA-wide basis to increase the college and career preparedness to improve outcomes for unduplicated students.	College and Career indicator CA Dashboard (1.32), Local data to measure # meetings, EAP (1.16), a-g (1.18), graduation rate (1.19), drop out rate (1.20, 1.21)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.10	Action: Educational Technology Integration Need: The technology survey showed Low Income (71%), English Learners (70%), and Foster Youth have lower levels of access to technology and internet than all students (73%). Scope: LEA-wide	Educational software, internet connectivity, and devices provide supports for English Learners, Foster Youth, and Low Income students which will improve their educational outcomes. It is implemented LEA-wide, but will have supports built in to ensure unduplicated students have access to additional tools to support their learning.	Survey for technology integration (1.29)
1.11	Action: Supplies for Unduplicated Need: Low income students are performing at lower rates than all students. In English Language Arts "All Students" are 69.4 below while Low income are 74.9 below. In Mathematics All: 110 points below and Low Income are 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49% and LI: 16.83%. In 8th grade All: 15.60% and LI: 17.69%. High School All: 12.12%, LI: 9.43%. There is a great need to support the unduplicated students. Additional supplemental supplies benefit low income students by providing the resources needed to be successful and learn in the classroom and participate in academic activities. This action	This action is designed to meet the needs of low income students, but having additional supports will be beneficial to all students so this will be provided on an LEA-wide basis.	i-Ready data (1.6, 1.7) MAPS data (1.8, 1.9, 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>will ensure that low income students have the supplies they need and teachers have the materials needed to differentiate learning and implementing new strategies.</p> <p>Scope: LEA-wide</p>		
1.12	<p>Action: Classroom Environment</p> <p>Need: Low income students and English Learners benefit from collaborative environments. Low Income students (60%) and English Learners (57%) are less likely to ask clarifying questions or engage in conversation in the classroom to analyze their thinking than all students (65%) as measured by a survey.</p> <p>Scope: LEA-wide</p>	<p>This action provides opportunities for engagement, higher order thinking skills, and team work by creating a classroom environment conducive to engaging low income and English learners in discussion and collaboration. Unduplicated students are participating less all students. This action is being implemented LEA-wide and with a focus on unduplicated participation in the classroom.</p>	<p>CAASPP/CAST Scores (1.11, 1.12, 1.13, 1.14, 1.15)</p>
1.13	<p>Action: Transportation</p> <p>Need: 32.4% of Low Income students are chronically absent. Providing transportation to students who do not have transportation. This will ensure low income students are able to attend school regularly to continue academic progress and success.</p>	<p>Due to the geographic location of communities and schools in our district many low income students lack transportation to get to school and they are the reason that bussing is provided. This is operated on an LEA-wide basis due to pick up at locations which allows any student transportation. This will also increase academic scores due to greater attendance.</p>	<p>CAASPP/CAST Scores (1.11, 1.12, 1.13, 1.14, 1.15)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.15	<p>Action: Increased Achievement in English Language Arts</p> <p>Need: Low Income students and English Learners have lower rates of reading achievement than other student groups. "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. This action will provide services to enhance the instruction with supports for integrated ELD and strategies to best serve low income students.</p> <p>Scope: LEA-wide</p>	By providing this service we believe low income students and English Learners will have improved academic outcomes. The lessons are provided LEA-wide with differentiation and supports for within the lesson for unduplicated students. GUSD believes that unduplicated students will have improved outcomes in CAASPP, iReady and MAPS. Classroom walkthroughs will also show increased levels of strong first instruction to improve reading achievement.	CAASPP ELA (1.12, 1.14), iReady Reading (1.6), MAPS (1.8), classroom walkthrough (1.34)
1.16	<p>Action: Increase Achievement in Mathematics</p> <p>Need: Low Income and English Learner are red on the CA Dashboard. These student groups are consistently low performing in mathematics. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status).</p>	This service is principally targeted low income students and English Learners; however, all students will benefit from Building Thinking Classrooms, use of manipulatives, standards-based instruction, and lesson design.	CAASPP Math Scores (1.13, 1.15), i-Ready Math (1.7), NWEA Maps scores (1.9), classroom walkthrough (1.34)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.17	<p>Action: Celebrations of Learning and Incentives</p> <p>Need: Low Income students, English Learners, Foster Youth, and Students with Disabilities have lower rates of academic achievement as evidenced by state and local measures. In English Language Arts "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49%, LI: 16.83%, and EL: 1.92%. In 8th grade All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%. High School All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%.</p> <p>Scope: LEA-wide</p>	By offering incentives for growth and achievement unduplicated students will be more motivated to achieve at high levels and GUSD believes this will increase all academic indicators. This action will be implemented on an LEA-wide basis as it will likely increase motivation for all students since we are in a low performing district.	survey data (1.33)
2.1	<p>Action: Safe Facilities</p> <p>Need: Of the 55 CTE completers, Low income students (30%), Foster Youth (0%), and English Learners (3%) have lower levels of</p>	In order to improve the number of unduplicated students enrolling and completing CTE courses, there is a need to update and improve facilities to increase and expand offerings as well as maintain and keep the schools clean. These CTE Pathways are designed to increase CTE completion of unduplicated students and in	Survey schools are clean and in good repair (2.3) , FIT report (2.1), updated CTE facilities (2.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CTE Completion and report lower levels of satisfaction that schools are clean--Low income 65% and English Learners (65%).</p> <p>Scope: LEA-wide</p>	<p>addition recognizes that all students will benefit from these programs, and therefore these supports are offered LEA-wide.</p>	
2.2	<p>Action: Support Services for Social Emotional and Mental Health</p> <p>Need: Low income students, English Learners, and Foster Youth do not have access to outside counseling and mental health services. They have higher rates of chronic absenteeism for Low income (32.4%), foster students (8.3%), and English Learners (28.4%)(newcomers). There has been an increased need for services for unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>By expanding these services and supports for students the academics, behavior, and social emotional needs of unduplicated groups allows those students to experience safety and success in their academic and social aspects of school. GUSD believes that when mental health needs are met, attendance will improve. This will be provided on an LEA-wide basis in order to support any student who needs services as well as improve the campus and climates of district schools.</p>	<p>Surveys and referrals, chronic absenteeism (2.8), attendance rates (2.7)</p>
2.3	<p>Action: Health Services for Low income, Foster Youth, SPED</p> <p>Need: Low income (32.4%), foster students (8.3%), English Learners (28.4%)(newcomers) have higher rates of chronic absenteeism due to not having adequate access to health and dental services.</p>	<p>This action will ensure that low income and foster students have their daily health needs met. This will be provided on an LEA-wide basis in order to support any student who needs services in order to maintain a healthy school environment.</p>	<p>Attendance (2.7), chronic absenteeism (2.8)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	Action: Engagement, Enrichment, and Leadership Need: Low income students (50%) and English Learners (47%) are not as involved in school programs compared to all students (54%). They do not have the same opportunities to participate in extra curricular activities due to transportation issues and costs associated. Scope: LEA-wide	This action is intended to improve the engagement of low income and English Learner students with the opportunities to participate. It is an LEA-wide action because additional activities will support all students to participate in activities to better engagement. GUSD believes that by improving the overall engagement, enrichment, and leadership will lead to more unduplicated students participating.	Survey (2.9)
2.5	Action: School Safety and Positive Learning Environment Need: In order to be more engaged in school low income, Foster Youth, and English Learners will benefit from more connections and relationships with staff. Survey show that English Learners (50%), low income (50%), and Foster Youth (50%) have lower levels of trusting adults relationships than all students (53%). The unduplicated student groups also have higher instances of feeling unsafe in school--English Learners (68%), and Low income (72%).	This action will provide additional support in building relationships and connections as well as increased safety in school for low income, English Learners, and Foster Youth. This will be implemented LEA-wide because all students benefit from safer schools and stronger adult-student ratios.	Safety survey (2.4), suspension rate (2.5), Expulsions (2.6), school connectedness survey (2.2)

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		
2.6	<p>Action: Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support</p> <p>Need: English Learners (68%) and homeless students (60%) have reported lower levels feeling safe in school due to fights and student behavior.</p> <p>Scope: LEA-wide</p>	This action is focused toward English Learner students in order to address some issues and implement positive behavior interventions and supports such as restorative practices and provide technical assistance to teachers and schools to increase students' social-emotional development. In addition, GUSD recognizes that all students will benefit from this program, and therefore these supports are provided LEA-wide.	Positive Behaviors survey (2.10), suspension rate (2.5), Expulsions (2.6)
2.7	<p>Action: Attendance</p> <p>Need: Low income students are 32.4% chronically absent and English Learners are 28.4% chronically absent. Both student groups have lower levels of achievement as measured by ELA, math, and science tests.</p> <p>Scope: LEA-wide</p>	The LEA is implementing this action to improve the outcomes of English Learners and low income students by informing of absentee status and reminders about regular school attendance to increase attendance and academic outcomes. Applying this action LEA-wide provides a broad impact and reduces the possibility of unintentional disparities between student groups.	Increase attendance(2.7), decrease chronic absenteeism (2.8)
2.8	<p>Action: Nutritious and Healthful Meals</p>	This action will provide proper nutrition and increase attendance for unduplicated students because students will know they have access to	Survey data (2.11), attendance rates (2.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The unduplicated population does not have access to quality and healthful meals. There are concerns that the prepackaged heat and serve meals are not providing the nutrition to ensure low-income students and English Learners have access to quality food that will enable them to be healthy, want to attend school, and promote readiness to learn. Surveys indicate that 39% of English Learners and 41% of low income students feel that meals are healthy and nutritious.</p> <p>Scope: LEA-wide</p>	quality meals at school and feel better with proper nutrition. The district would create a committee of educational partners that provides feedback on the types of meals served and educates students with information for healthy living. This action will be provided on an LEA-wide basis due because all students will benefit from healthy meals in order to engage in learning. GUSD believes that unduplicated students will have better attendance and report higher quality of food.	
3.1	<p>Action: Parent Capacity Building</p> <p>Need: Families of unduplicated students are requesting support in a variety of topics. Currently 84% of families state that they have a say in decision-making at the school sites.</p> <p>Scope: LEA-wide</p>	This action will provide the capacity building meetings to better meet the needs of the families of unduplicated students. The meetings will help to build connections with the schools and give parents tools and information to create partnerships and increase educational outcomes for unduplicated students. This will be implemented on an LEA-wide basis to ensure all families have access to capacity building activities and GUSD believes that unduplicated families will be better able to build trusting relationships and across our cultural and economic backgrounds.	Survey Decision-making (3.1), Participation in advisory groups (3.2)
3.2	<p>Action: Engagement Opportunities</p> <p>Need: Low Income, foster youth, and English Learner families have lower participation in school</p>	This action will provide community building activities to build relationships amongst families to increase overall participation in positive activities. GUSD believes that by providing LEA-wide environment where all students and families feel welcome will help to build a strong community and	Increase the number of Unduplicated families who attend events. (3.3)

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
	<p>events than other groups with an overall 20% attendance rate.</p> <p>Scope: LEA-wide</p>	all families, especially unduplicated families will thrive and participate.	
3.3	<p>Action: Child Care for Parents to Engage</p> <p>Need: Survey data suggests many families of Low Income and English Learner students cannot participate in school events due to childcare. Surveys indicate that 50% of families state that child care is available for meetings.</p> <p>Scope: LEA-wide</p>	This action will remove the barrier of childcare to ensure more families have the opportunity to participate. This will be provided LEA-wide to ensure all families can participate in school events, but it will ensure that child care is not a barrier for unduplicated families.	Increased attendance of families of English Learner and Low Income Families. (3.5), child care survey (3.4)
3.4	<p>Action: Family Partnerships</p> <p>Need: Increase the participation rate of unduplicated student families. Currently 20% of unduplicated families are engaged in school activities.</p> <p>Scope: LEA-wide</p>	This action will ensure families of unduplicated students build strong partnerships with the school community to encourage greater communication. This action will be implemented on an LEA-wide basis due to the need to increase partnerships with all families. GUSD believes that a focus on unduplicated families will increase the participation of families.	The outcome of this goals will be increased participation in school functions as measured through sign in sheets and increased participation as indicated in surveys from families and school staff. (3.5)
3.5	<p>Action: Structures for Communication</p>	Structures for communication ensure there are no language barriers in communication for English Learners. It also provides low income and foster	Survey data-increased awareness of events, important information

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Improve school to home communication for unduplicated students. Eighty-eight percent of families agree that communication systems keep them aware of events, activities, and schedules.</p> <p>Scope: LEA-wide</p>	youth families to be aware of events to improve participation. In addition, parents in all student groups will benefit from efforts to make school campuses more welcoming and inclusive. For this reason, these actions are being provided LEA-wide.	through ParentSquare and other school communication. (3.7)

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
1.8	<p>Action: English Language Learner Supports</p> <p>Need: Based on state and local data, 37% of English Learners are Long Term English Learners and 5% of English Learners were reclassified in 21-22. English Learners also perform at lower rates than other student groups.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action will improve the English Language development of English Learner students.	Increase reclassification rate (1.23), Improved ELPI (1.22)
1.18	<p>Action: Long Term English Learners</p>	This action will address the needs of LTELs through site meetings to analyze data and strategies to improve LTEL instruction. Teachers	Percent of Long Term English Learners (1.24),

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Long Term English Learners (LTELs) perform lower than all students and English Learners on local and state data. LTELs are not making adequate progress on the ELPI indicator and need intervention and tutoring support to improve their academic success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>will have data chats with students regarding ELPAC and CAASPP scores.</p> <p>Tutoring will also be provided to ensure progress is made. PLC teams will meet and include a focus on LTELs. Decisions will be made on how the students receive additional support through tutoring and interventions.</p> <p>Counselors will meet with each LTEL to ensure course access, CTE completion, and assist in supporting academic interventions and SEL needs to ensure progress toward English Language Proficiency.</p>	EL Reclassification Rate (1.24), ELPI (1.22)

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.

N/A

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.

Gustine Unified School District will use the additional grant add-on funding to increase the number of staff to student ratio with additional classified and certificated staff. The middle and high school will increase the classified supports. The following goals and actions increase the number of staff to provide direct services. Goal 1: Actions 1.2 Academic Intervention, 1.3 Multi-tiered systems of Support, 1.6 College and Career Readiness, 1.7 Additional Student Supports, 1.8 English Language Learner Supports, 1.16 Increase Achievement in Mathematics. Goal 2: Action 2.2 Support Services for Social and Emotional Learning and Mental Health.

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	NA	From. CBEDS ORA Classified Staff to Student Ratios 1:20 Elementary School TK-5 1:45 Middle School 6-8 1:41 High School 9-12
Staff-to-student ratio of certificated staff providing direct services to students	NA	From CALPADS 4.1 Report Certificated Staff to Student Ratios 1:13 Elementary School TK-5 1:15 Middle School 6-8 1:14 High School 9-12

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	\$18,333,093	6,635,748	36.195%	8.432%	44.627%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,023,181.00	\$0.00	\$0.00	\$0.00	\$9,023,181.00	\$4,554,509.00	\$4,468,672.00

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	Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$242,000.00	\$378,000.00	\$620,000.00				\$620,000.00	
1	1.2	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$366,682.00	\$55,403.00	\$422,085.00				\$422,085.00	
1	1.3	Multi-Tiered Systems of Suppot (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$145,000.00	\$86,070.00	\$231,070.00				\$231,070.00	
1	1.4	High Quality Staff Professional Development and Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$298,008.00	\$280,111.00	\$578,119.00				\$578,119.00	
1	1.5	Experiential Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$6,500.00	\$54,199.00	\$60,699.00				\$60,699.00	
1	1.6	College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Gustine High School	ongoing	\$324,700.00	\$48,500.00	\$373,200.00				\$373,200.00	
1	1.7	Additional Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$74,500.00	\$22,750.00	\$97,250.00				\$97,250.00	
1	1.8	English Language Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$54,700.00	\$35,500.00	\$90,200.00				\$90,200.00	

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
					s)											
1	1.9	Academic Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$296,800.00	\$19,000.00	\$315,800.00				\$315,800.00	
1	1.10	Educational Technology Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$159,000.00	\$159,000.00				\$159,000.00	
1	1.11	Supplies for Unduplicated	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$0.00	\$23,500.00	\$23,500.00				\$23,500.00	
1	1.12	Classroom Environment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$0.00	\$61,000.00	\$61,000.00				\$61,000.00	
1	1.13	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$150,000.00	\$150,000.00	\$300,000.00				\$300,000.00	
1	1.14	Professional Learning Communities	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.15	Increased Achievement in English Language Arts	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.16	Increase Achievement in Mathematics	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$67,275.00	\$10,000.00	\$77,275.00				\$77,275.00	
1	1.17	Celebrations of Learning and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$46,500.00	\$46,500.00				\$46,500.00	
1	1.18	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$5,200.00	\$0.00	\$5,200.00				\$5,200.00	
2	2.1	Safe Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$628,100.00	\$628,100.00				\$628,100.00	
2	2.2	Support Services for Social Emotional and Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$1,175,372.00	\$42,000.00	\$1,217,372.00				\$1,217,372.00	

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
						Low Income										
2	2.3	Health Services for Low income, Foster Youth, SPED	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$319,000.00	\$6,000.00	\$325,000.00				\$325,000.00	
2	2.4	Engagement, Enrichment, and Leadership	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$5,000.00	\$72,900.00	\$77,900.00				\$77,900.00	
2	2.5	School Safety and Positive Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$831,272.00	\$30,211.00	\$861,483.00				\$861,483.00	
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$500.00	\$85,000.00	\$85,500.00				\$85,500.00	
2	2.7	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$0.00	\$131,800.00	\$131,800.00				\$131,800.00	
2	2.8	Nutritious and Healthful Meals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$100,000.00	\$1,813,650.00	\$1,913,650.00				\$1,913,650.00	
3	3.1	Parent Capacity Building	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,500.00	\$67,100.00	\$70,600.00				\$70,600.00	
3	3.2	Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,000.00	\$28,500.00	\$31,500.00				\$31,500.00	
3	3.3	Child Care for Parents to Engage	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$5,000.00	\$3,878.00	\$8,878.00				\$8,878.00	
3	3.4	Family Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$67,000.00	\$29,500.00	\$96,500.00				\$96,500.00	
3	3.5	Structures for Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,500.00	\$40,500.00	\$44,000.00				\$44,000.00	
4	4.1	College and Career Preparedness	All	No			Specific Schools:	ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Pioneer High School 10-12									
4	4.2	Couseling Support	All	No			Specific Schools: Pioneer High School 10-12	ongoing	\$10,000.00	\$5,000.00	\$15,000.00				\$15,000.00	
4	4.3	Learning Classrooms	All	No			Specific Schools: Pioneer High School 10-12	ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

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
\$18,333,093	6,635,748	36.195%	8.432%	44.627%	\$8,973,181.00	0.000%	48.945 %	Total:	\$8,973,181.00
								LEA-wide Total:	\$8,504,581.00
								Limited Total:	\$95,400.00
								Schoolwide Total:	\$373,200.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$620,000.00	
1	1.2	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$422,085.00	
1	1.3	Multi-Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,070.00	
1	1.4	High Quality Staff Professional Development and Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$578,119.00	
1	1.5	Experiential Learning	Yes	LEA-wide	Low Income	All Schools	\$60,699.00	
1	1.6	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gustine High School	\$373,200.00	
1	1.7	Additional Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,250.00	

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	1.8	English Language Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$90,200.00	
1	1.9	Academic Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,800.00	
1	1.10	Educational Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,000.00	
1	1.11	Supplies for Unduplicated	Yes	LEA-wide	Low Income	All Schools	\$23,500.00	
1	1.12	Classroom Environment	Yes	LEA-wide	English Learners Low Income	All Schools	\$61,000.00	
1	1.13	Transportation	Yes	LEA-wide	Low Income	All Schools	\$300,000.00	
1	1.15	Increased Achievement in English Language Arts	Yes	LEA-wide	English Learners Low Income	All Schools	\$20,000.00	
1	1.16	Increase Achievement in Mathematics	Yes	LEA-wide	English Learners Low Income	All Schools	\$77,275.00	
1	1.17	Celebrations of Learning and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,500.00	
1	1.18	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,200.00	
2	2.1	Safe Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$628,100.00	
2	2.2	Support Services for Social Emotional and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,217,372.00	
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,000.00	
2	2.4	Engagement, Enrichment, and Leadership	Yes	LEA-wide	English Learners Low Income	All Schools	\$77,900.00	
2	2.5	School Safety and Positive Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$861,483.00	

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 (%)
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$85,500.00	
2	2.7	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	\$131,800.00	
2	2.8	Nutritious and Healthful Meals	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,913,650.00	
3	3.1	Parent Capacity Building	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,600.00	
3	3.2	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,500.00	
3	3.3	Child Care for Parents to Engage	Yes	LEA-wide	English Learners Low Income	All Schools	\$8,878.00	
3	3.4	Family Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,500.00	
3	3.5	Structures for Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,189,848.00	\$7,420,025.00

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	Curriculum and Instruction	Yes	\$513,000.00	\$403,649.00
1	1.2	Academic Intervention and Enrichment	Yes	\$281,308.00	\$168,664.00
1	1.3	Multi-Tiered Systems of Support (MTSS)	Yes	\$162,000.00	\$212,824.00
1	1.4	High Quality Staff Professional Development and Instructional Coaching	Yes	\$670,214.00	\$752,760.00
1	1.5	Experiential Learning	Yes	\$81,100.00	\$66,700.00
1	1.6	College and Career Readiness	Yes	\$344,000.00	\$290,600.00
1	1.7	Additional Student Supports	Yes	\$75,705.00	\$89,200.00
1	1.8	English Language Learner Supports	Yes	\$84,800.00	\$99,020.00
1	1.9	Academic Counseling	Yes	\$299,000.00	\$325,000.00
1	1.10	Technology Integration	Yes	\$146,000.00	\$126,000.00
1	1.11	Supplies for Unduplicated Students	Yes	\$39,500.00	\$9,708.00

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	1.12	Classroom Environment	Yes	\$59,000.00	\$38,847.00
1	1.13	Transportation	Yes	\$100,000.00	\$256,000.00
1	1.14	Professional Learning Communities	Yes	\$0.00	\$0.00
1	1.15	Reading and Writing Instruction and Intervention	Yes	\$0.00	\$0.00
1	1.16	Math and ELA Class Size Reduction	Yes	\$350,000.00	\$0.00
1	1.17	Academic Celebrations and Incentives	Yes	\$36,500.00	\$21,000.00
2	2.1	Safe Facilities	Yes	\$634,000.00	\$628,942.00
2	2.2	Support Services for Social Emotional and Mental Health	Yes	\$868,688.00	\$559,926.00
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	\$330,000.00	\$340,907.00
2	2.4	Engagement, Enrichment, and Leadership	Yes	\$65,548.00	\$42,441.00
2	2.5	School Safety	Yes	\$416,851.00	\$748,000.00
2	2.6	Positive Behavior Intervention Supports (PBIS) and other behaviors supports	Yes	\$68,000.00	\$42,400.00
2	2.7	Attendance	Yes	\$211,554.00	\$12,600.00

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)
2	2.8	Nutritious and Healthful Meals	Yes	\$3,100,000.00	\$2,041,536
3	3.1	Parent Capacity Building	Yes	\$73,200.00	\$41,372.00
3	3.2	Engagement Opportunities	Yes	\$21,500.00	\$14,272.00
3	3.3	Child Care for Parents to Engage	Yes	\$7,900.00	\$0.00
3	3.4	Family Partnerships	Yes	\$108,380.00	\$47,755.00
3	3.5	Structures for Communication	Yes	\$42,100.00	\$39,902

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)
\$6,571,242	\$9,189,848.00	\$7,420,025.00	\$1,769,823.00	3.000%	3.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum and Instruction	Yes	\$513,000.00	\$403,649.00		
1	1.2	Academic Intervention and Enrichment	Yes	\$281,308.00	\$168,664.00		
1	1.3	Multi-Tiered Systems of Support (MTSS)	Yes	\$162,000.00	\$212,824.00		
1	1.4	High Quality Staff Professional Development and Instructional Coaching	Yes	\$670,214.00	\$752,760.00		
1	1.5	Experiential Learning	Yes	\$81,100.00	\$66,700.00		
1	1.6	College and Career Readiness	Yes	\$344,000.00	\$290,600.00		
1	1.7	Additional Student Supports	Yes	\$75,705.00	\$89,200.00		
1	1.8	English Language Learner Supports	Yes	\$84,800.00	\$99,020.00		
1	1.9	Academic Counseling	Yes	\$299,000.00	\$325,000.00		
1	1.10	Technology Integration	Yes	\$146,000.00	\$126,000.00		
1	1.11	Supplies for Unduplicated Students	Yes	\$39,500.00	\$9,708.00		
1	1.12	Classroom Environment	Yes	\$59,000.00	\$38,847.00		
1	1.13	Transportation	Yes	\$100,000.00	\$256,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Professional Learning Communities	Yes	\$0.00	\$0.00	1.0	1.0
1	1.15	Reading and Writing Instruction and Intervention	Yes	\$0.00	\$0.00	2.0	2.0
1	1.16	Math and ELA Class Size Reduction	Yes	\$350,000.00	\$0.00		
1	1.17	Academic Celebrations and Incentives	Yes	\$36,500.00	\$21,000.00		
2	2.1	Safe Facilities	Yes	\$634,000.00	\$628,942.00		
2	2.2	Support Services for Social Emotional and Mental Health	Yes	\$868,688.00	\$559,926.00		
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	\$330,000.00	\$340,907.00		
2	2.4	Engagement, Enrichment, and Leadership	Yes	\$65,548.00	\$42,441.00		
2	2.5	School Safety	Yes	\$416,851.00	\$748,000.00		
2	2.6	Positive Behavior Intervention Supports (PBIS) and other behaviors supports	Yes	\$68,000.00	\$42,400.00		
2	2.7	Attendance	Yes	\$211,554.00	\$12,600.00		
2	2.8	Nutritious and Healthful Meals	Yes	\$3,100,000.00	\$2,041,536.00		
3	3.1	Parent Capacity Building	Yes	\$73,200.00	\$41,372.00		
3	3.2	Engagement Opportunities	Yes	\$21,500.00	\$14,272.00		
3	3.3	Child Care for Parents to Engage	Yes	\$7,900.00	\$0.00		
3	3.4	Family Partnerships	Yes	\$108,380.00	\$47,755.00		
3	3.5	Structures for Communication	Yes	\$42,100.00	\$39,902.00		

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)
\$18,786,460	\$6,571,242	15.95%	50.929%	\$7,420,025.00	3.000%	42.497%	\$1,584,063.57	8.432%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) 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.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- 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:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023