2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Golden Plains Unified School District
CDS Code:	10-75234
LEA Contact Information:	Name: Martín Macías Position: Superintendent Phone: (559) 630-0225
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$19928524
LCFF Supplemental & Concentration Grants	$5559906
All Other State Funds	$1648960
All Local Funds	$932669.18
All federal funds	$1704053.13
Total Projected Revenue	$24,214,206.31

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$28534357
Total Budgeted Expenditures in the LCAP	$19936890
Total Budgeted Expenditures for High Needs Students in the LCAP	$5559906
Expenditures not in the LCAP	$8,597,467

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$925500
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1777329

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$851,829

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Teacher salaries, paraprofessional salaries, special education services, maintenance and operations, utilities, insurance, school and district administration and clerical support.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Plains Unified School District

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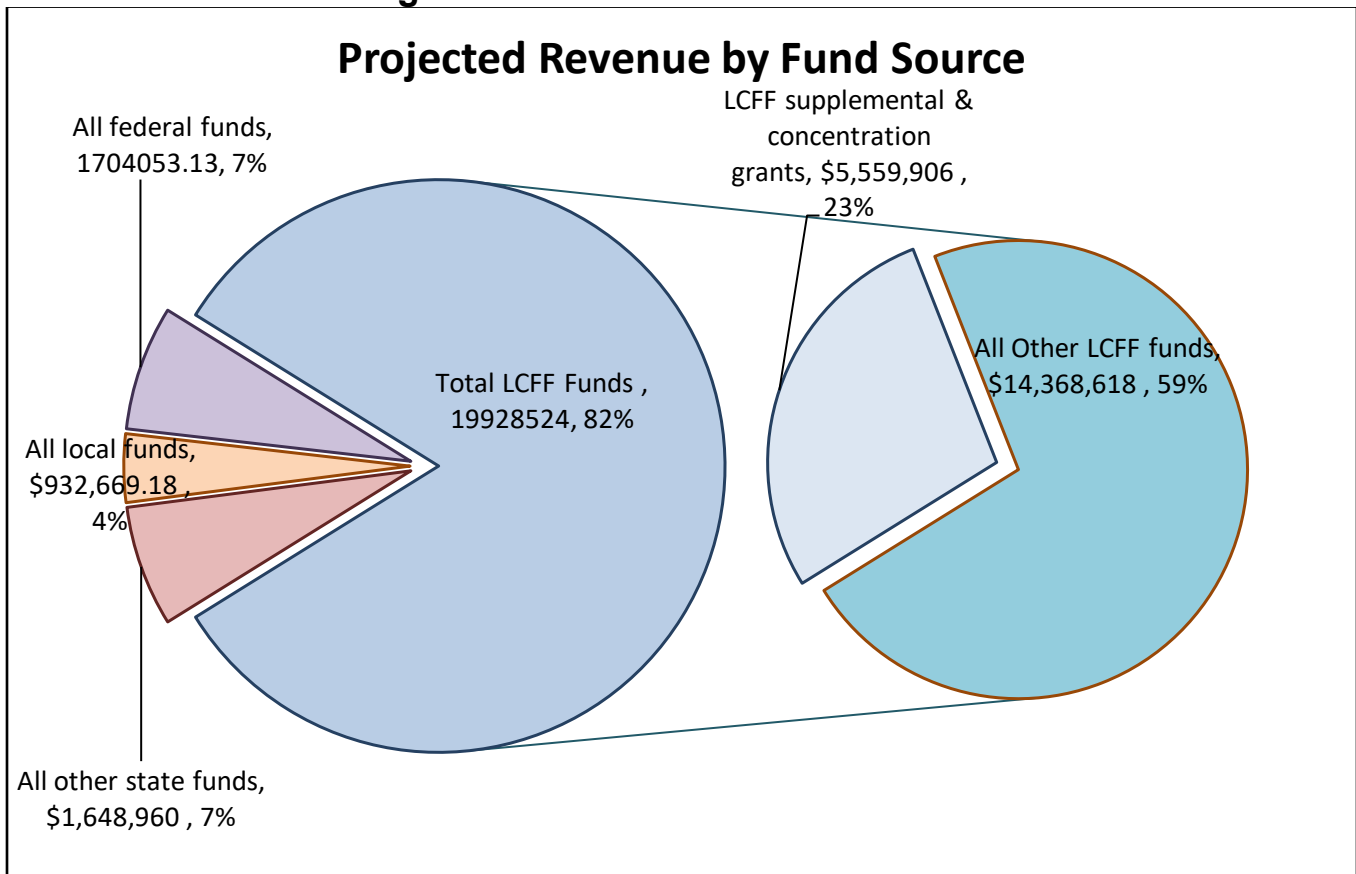School Year: 2021-22

LEA contact information:

Martín Macías

Superintendent

(559) 630-0225

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 2021-22 School Year

Projected Revenue by Fund Source

- All federal funds, 1704053.13, 7%
- LCFF supplemental & concentration grants, $5,559,906, 23%
- Total LCFF Funds, 19928524, 82%
- All Other LCFF funds, $14,368,618, 59%
- All local funds, $932,669.18, 4%
- All other state funds, $1,648,960, 7%

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

The total revenue projected for Golden Plains Unified School District is $24,214,206.31, of which $19928524 is Local Control Funding Formula (LCFF), $1648960 is other state funds, $932669.18 is local funds, and $1704053.13 is federal funds. Of the $19928524 in LCFF Funds, $5559906 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
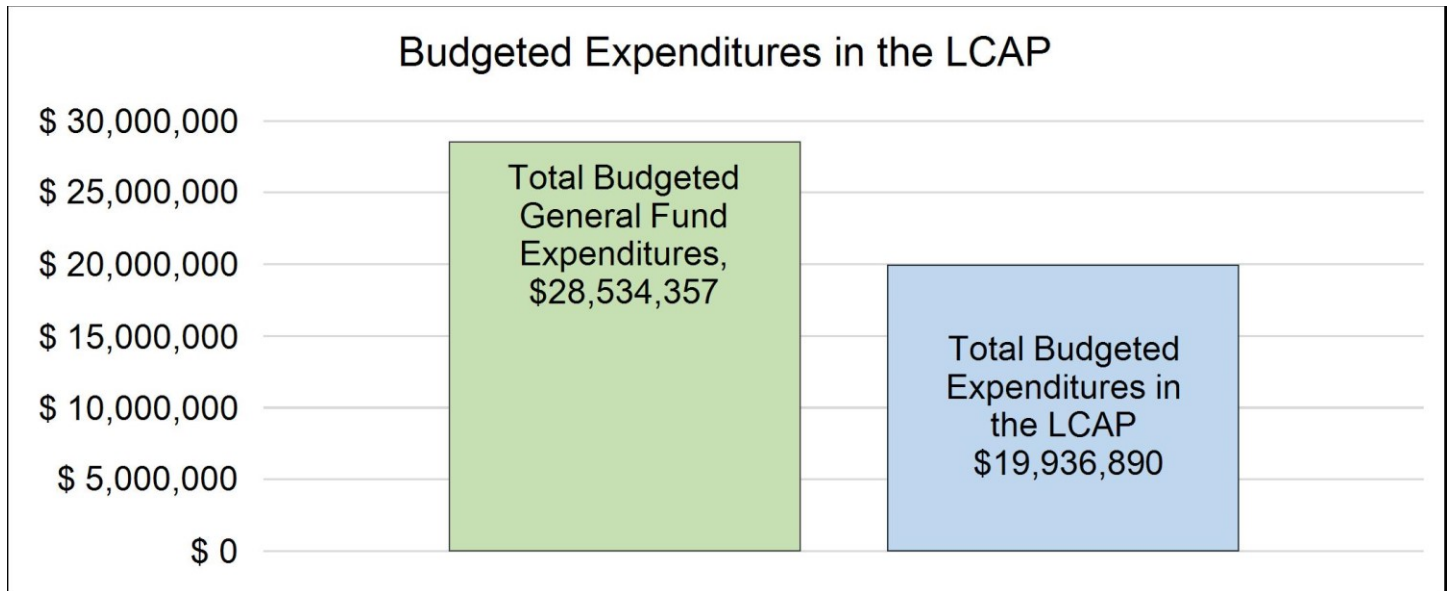
This chart provides a quick summary of how much Golden Plains Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Plains Unified School District plans to spend $28534357 for the 2021-22 school year. Of that amount, $19936890 is tied to actions/services in the LCAP and $8,597,467 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
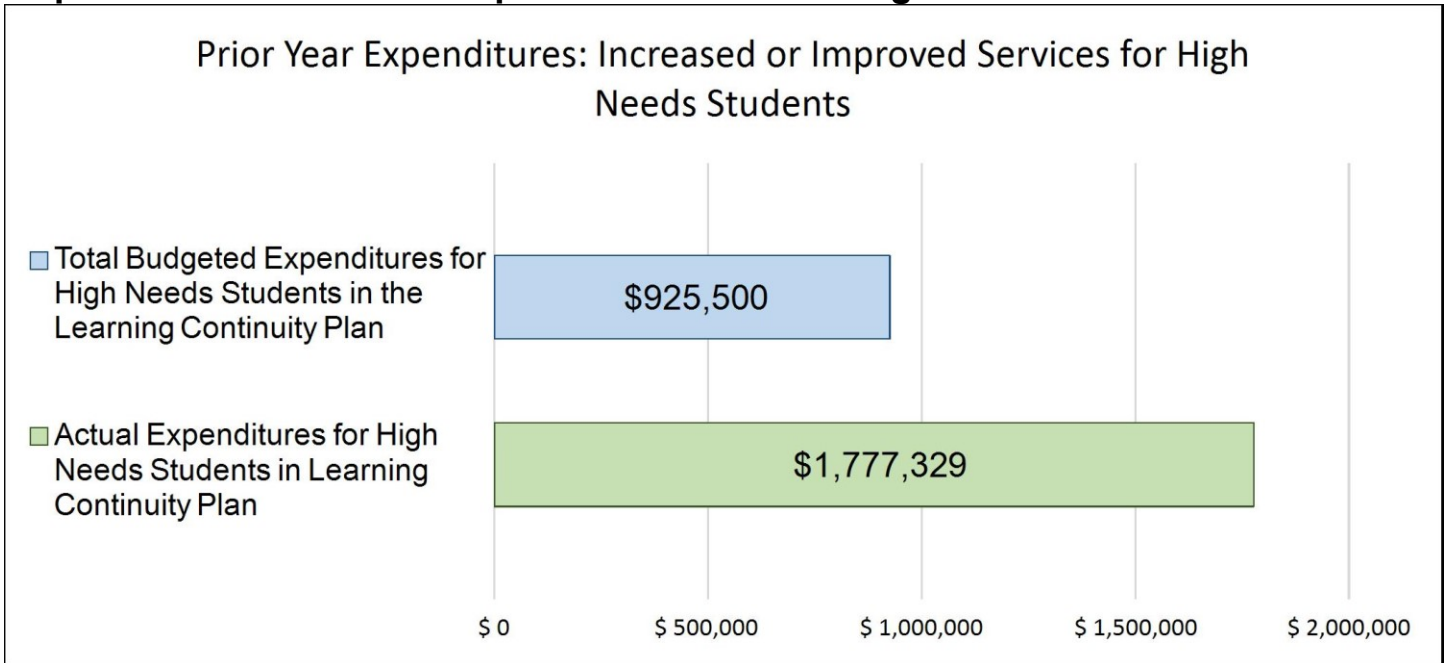
Teacher salaries, paraprofessional salaries, special education services, maintenance and operations, utilities, insurance, school and district administration and clerical support.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Golden Plains Unified School District is projecting it will receive $5559906 based on the enrollment of foster youth, English learner, and low-income students. Golden Plains Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Plains Unified School District plans to spend $5559906 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 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $925,500

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $1,777,329

This chart compares what Golden Plains Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Golden Plains 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.

In 2020-21, Golden Plains Unified School District's Learning Continuity Plan budgeted $925500 for planned actions to increase or improve services for high needs students. Golden Plains Unified School District actually spent $1777329 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Golden Plains Unified School District	Martín Macías Superintendent	mmacias@gpusd.org (559) 630-0225

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will demonstrate growth and achievement in English Language Arts and Mathematics; the number of English Learners attaining English Language Proficiency will increase.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Learner Progress (K-12) **19-20** English Learner Progress will increase by a minimum 0.5%. **Baseline** 2015-16 AMAO 1= 60.6%; AMAO 2 (less than 5 years)= 24.6%, (more than 5 years)=45.2% 2015-16 English Learner Reclassification rate= 11.8.%	ELPAC Levels Level 1 - Minimally Developed Level 2 - Somewhat Developed Level 3 - Moderately Developed Level 4 - Well Developed (Proficient) GPUSD ELPAC 2018-2019 Overall scores Level 1: 13.44% Level 2: 38.01% Level 3 35.11% Level 4 13.44% (Goal Not Met) GPUSD ELPAC 2017-2018 Overall scores Level 1: 17.22% Level 2: 24.52% Level 3 36.00% Level 4 22.25%

Expected	Actual
Metric/Indicator Graduation Rate (9-12) **19-20** Increase Overall Graduation rate by 1%. and or maintain (95% or higher) Increase English Learner Graduation rate by 1%. an or maintain (94% or higher) **Baseline** 2015-16 Graduation rate= 92.4% 2015-16 English Learner Graduation rate= 93.4%	Graduation Rate 2018-2019 Four-Year Graduation Rate = 95.2% (Goal Met) 2017-2018 Four-Year Graduation Rate = 95.6% 2018-2019 English Learner Graduation Rate = 93.6% (Goal Met) 2017-2018 English Learner Graduation Rate = 86.8%
Metric/Indicator EAP % Pupils College/Career Ready **19-20** Increase 3% in English Language Arts & Mathematics **Baseline** English Language Arts/Literacy: Standard Exceeded 13% Standard Met 31% Mathematics: Standard Exceeded 10% Standard Met 31%	English Language Arts/Literacy: 2018-2019 Standard Exceeded 7.69% (Goal Met) 2018-2019 Standard Met 27.88% 2017-2018 Standard Exceeded 3.25% 2017-2018 Standard Met 18.7% Mathematics: 2018-2019 Standard Exceeded .96% (Goal Not Met) 2018-2019 Standard Met 7.69% 2017-2018 Standard Exceeded 0% 2017-2018 Standard Met 6.84%
Metric/Indicator State Assessments (SBAC) English Language Arts (3-8) and Mathematics (3-8) **19-20**	English Language Arts/Literacy: 2018-2019 All Students= 83.2 points below level 3 (Goal Not Met) 2018-2019 English Learners= 89 points below 3 (Goal Not Met) 2018-2019 Students with Disabilities= 122.1 points below 3 (Goal Met)

Expected	Actual
5 point increase towards meeting or exceeding state standards in English Language Arts and mathematics for all significant subgroups **Baseline** English Language Arts/Literacy: All Students= 83.5 points below level 3 English Learners= 85.9 points below 3 Students with Disabilities= 132.2 points below 3 Mathematics: All Students= 92.9 points below level 3 English Learners= 95.1 points below level 3 Students with Disabilities= 162.9 points below level 3	2017-2018 All Students= 85 points below level 3 2017-2018 English Learners= 86.8 points below 3 2017-2018 Students with Disabilities= 162.1 points below 3 Mathematics: 2018-2019 All Students= 109.5 points below level 3 (Goal Not Met) 2018-2019 English Learners= 109.2 points below 3 (Goal Not Met) 2018-2019 Students with Disabilities= 134.4 points below 3 (Goal Met) 2017-2018 All Students= 113.9 points below level 3 2017-2018 English Learners= 112.8 points below level 3 2017-2018 Students with Disabilities= 176.9 points below level 3
Metric/Indicator Properly Credentialed, Misalignment, Vacancies **19-20** Highly Qualified Teacher/English Learner authorized certificated staff= 100% **Baseline** 2016-17 Highly Qualified Teacher/English Learner authorized certificated staff= 81% **Metric/Indicator** A-G % Pupils **19-20** Increase by 5%. **Baseline** 2015-16 A-G requirements met= 3%	Properly Credentialed, Misalignment, Vacancies. 2019-2020 Highly Qualified Teacher/English Learner authorized certificated staff (100% Met). 2018-2019 Highly Qualified Teacher/English Learner authorized certificated staff (100% Met). A-G % Pupils 2018-2019 A-G requirements met = 26.1% (Not Met) 2017-2018 A-G requirements met = 31.8%

Expected	Actual
Metric/Indicator AP % Pupils 3 or higher **19-20** Increase by 2%. **Baseline** Baseline will be established	AP % Pupils 3 or higher 2019-2020 30 students took an AP exam. 80% of the pupils scored a 3 or higher. (Met) 2017-2018 59 student took an AP exam. 32% of students scored a 3 or higher.
Metric/Indicator CTE **19-20** Maintain 35% Particiaption **Baseline** 2015-16 Career Technical Education Participation 41.55%	2019-2020 Students enrolled in a CTE course 463 (92%) (Goal Met) THS Enrollment 503 2018-2019 Students enrolled in a CTE course 400 (75%) THS Enrollment 532
Metric/Indicator Standards Implementation **19-20** 100% of Certificated Teachers will be trained in CCSS Professional Development ELA/ELD Framework PD Content PD 100% Schools have a formal process for turning in Lesson Plans 100% Principals and Administrators complete monthly walkthroughs **Baseline** 100% of Certificated Teachers have been trained in CCSS Professional Development ELA/ELD Framework PD Content PD 83% of Schools have a formal process for turning in Lesson Plans	2019-2020 (MET) 100% of Certificated Teachers have been trained in CCSS Professional Development ELA/ELD Framework PD Content PD 100% of Schools have a formal process for turning in Lesson Plans 100% Principals and Administrators complete monthly walkthroughs

Expected	Actual
100% Principals and Administrators complete monthly walkthroughs	
Metric/Indicator Broad Course of Study **19-20** Elementary SEALClasses TK-5 Dual Immersion TK-2 ERWC offered in 7-12 High Schools ROP-maintain courses West Hills College/Dual Enrollment Maintain **Baseline** Elementary SEALClasses not offered Dual Immersion not offered ERWC 7-12 ERWC offered in 12th grade only High Schools ROP and Honors added 4 ROP and 2 Honors courses West Hills College/Dual Enrollment- offered 1 course	19-20 (Met) Elementary SEAL Classes TK-5 Dual Immersion TK-3 ERWC offered in 7-12 High School ROP-maintain courses West Hills College/Dual Enrollment 2 honors courses
Metric/Indicator Percent of Students that met or exceeded Physical Fitness Test 5th, 7th & 9th **19-20** Physical Fitness- increase 1% 5th	Metric Indicator Percent of Students that met or exceeded Physical Fitness Test 5th, 7th & 9th grade (greater than or equal to 4 of 6 fitness standards).

Expected	Actual
7th 9th **Baseline** Physical Fitness -overall met or exceeded standard 5th 69% 7th 73% 9th 93%	Prior year outcomes 2017-2018 Most recent year outcomes 2018-2019 5th 47% 47% (Not Met) 7th 47% 38% (Not Met) 9th 66% 50% (not Met) Due to Covid-19 school closure, no Physical Fitness data from the 19-20 school year is available.
Metric/Indicator Standards Aligned Instructional Materials **19-20** Williams FIT Report Maintain No insufficiencies of materials **Baseline** Williams FIT Report No insufficiencies of materials	2019-2020 Williams FIT Report Maintain No Insufficiencies of materials. (Met) 2018-2019 Williams FIT Report Maintain No Insufficiencies of materials.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Books & Supplies. Provide new adoption materials for grade-levels specified by adoption committee. Continue to provide books, supplies, services and capital outlay. Provide curriculum which is high engagement, high expectations and meets the needs of our homeless and foster youth populations.	4000-4999: Books And Supplies LCFF 350000	4000-4999: Books And Supplies LCFF 87226.93
2. Instructional Coaches and Programs. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will focus on refinement of Instructional Practices based on evidence-based data analysis to drive instruction, as it pertains to our district initiatives (GLAD, ERWC, SEAL, CALLI, NPDL, Number Talks, Formative and Summative Assessment). Maintain three academic coaches for the SEAL Program TK-6 and two	5000-5999: Services And Other Operating Expenditures LCFF 100000 1000-1999: Certificated Personnel Salaries LCFF 80877	5000-5999: Services And Other Operating Expenditures LCFF 50555.53 1000-1999: Certificated Personnel Salaries LCFF 114396.13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
other academic coaches to support the instructional programs in grades 7-12, materials, and supplies to support the full implementation of the CA State Standards (ELA and Mathematics), ELD Standards, and the Next Generation Science Standards (NGSS). Special Education teachers will continue to participate in the SEAL professional development with teachers in grades 2-3. The SEAL Model will be replicated in grades 4-5. Provide substitutes and extra time for unit planning. Monitor and refine Professional Learning Communities district-wide, i.e. school site, grade level, department, etc. focusing on "Best First Instruction" and "Best Practices," to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth.	3000-3999: Employee Benefits LCFF 31283	3000-3999: Employee Benefits LCFF 28599.01

The above programs support a broad course of study.

Supplemental/Concentration funds will be used for professional development for paraprofessionals, both Regular Education and Special Education district-wide on Professional Learning Communities to accelerate Language and Literacy across all content areas. Through these actions the unduplicated students will see an increase on state and local assessments.

Updates for 2019-20

Provide 2 instructional coaches for support in TK-12. One coach will focus on SEAL and grades TK-5; while the other will focus on ERWC and grades 6-12. Substitutes will be provided for collaboration days for both SEAL and ERWC.

Professional development for teachers, coaches, and administrators for both SEAL and ERWC will be provided to identify best practices for meeting the needs fo all students including our homeless and foster students.

Professional development for paraprofessionals will be job-embedded with their teachers.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3. Monitor Student Formative and Summative Achievement. Continue to monitor progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP Interim Assessments (CAASPP Portal) and state assessments (ELPAC, SBAC, CAA, and CAST). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data. Updates for 2019-20 Focus on developing Early Warning Systems through the current School Information System (SIS) to quickly identify students who are falling behind academically and/or social emotionally, including homeless students.	4000-4999: Books And Supplies LCFF 17,000	5000-5999: Services And Other Operating Expenditures LCFF 2358.84
4. Certificated and Classified Staff. Certificated and classified staff will provide support for day-to-day operations. Salaries and benefits. Continue staffing for Special Day Class (SDC) at Tranquillity High School, mild to moderate students who are on a Certificate of Completion track that require Independent Living Skills. Refine and monitor Adult transition program for students 18-22, who have graduated with a Certificate of Completion to maintain compliance with Special Education Law. Maintain staffing for lower class sizes at the TK-8 grade levels and those 9-12 departments in which multiple "Formative Assessments" are needed to facilitate increased Language and Literacy across all content areas. Updates for 2019-20 Provide classified salaries to support focused instructional support for all of our students, including our homeless students.	1000-1999: Certificated Personnel Salaries LCFF 6,454,000 2000-2999: Classified Personnel Salaries LCFF 3,450,000 3000-3999: Employee Benefits LCFF 2,589,917	1000-1999: Certificated Personnel Salaries LCFF 4009247.43 2000-2999: Classified Personnel Salaries LCFF 1101486.01 3000-3999: Employee Benefits LCFF 3059080.85

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Increase in Salary. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain 1-½ hours per week for staff development time and individual teacher prep times for teacher PLC activities, to bring coherence through "Best First Instruction" as evidenced for example by SEAL, GLAD, ERWC, NPDL, and Data Driven research-based Practices and Routines for our special populations, i.e. EL's, Special Education students, and Foster Youth. An increase in salary and/or benefits for recruitment and retention of certificated teachers teaching the district curriculum and/or negotiated for additional time for increased and improved services will improve educational opportunities for our unduplicated students. Out of the 89 certificated teachers, only 72 are fully credentialed. It has been difficult to retain and hire high quality staff, because the district is located in a rural area. We want to attract and retain the most qualified teachers, so that our historically under served population receives high quality instruction. In addition, staff has agreed to an additional 15 minutes of instructional time per day and one day of professional learning, which will increase educational learning opportunities. It is evident that making our district competitive will attract and attain qualified staff, that will increase unduplicated student outcomes.	1000-1999: Certificated Personnel Salaries LCFF 1,254,960 3000-3999: Employee Benefits LCFF 257,040	1000-1999: Certificated Personnel Salaries LCFF 1322767.67 3000-3999: Employee Benefits LCFF 330691.92
6. Recruiting and Maintaining Staff. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to attend recruitment fairs to hire and retain properly credentialed staff. In addition we will train Golden Plains Unified Staff, i.e. teachers, coaches, and administrators to message and attract highly qualified candidates to our district. It is often difficult to attract qualified staff in this rural small district. Qualified teachers provide best first teaching and will increase achievement for unduplicated students on state and local assessments.	5000-5999: Services And Other Operating Expenditures LCFF 15,000	5000-5999: Services And Other Operating Expenditures LCFF 14695.79
7. English Learner Program. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will fully implement a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners	4000-4999: Books And Supplies LCFF 216,941	4000-4999: Books And Supplies LCFF 182865.78

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
through Designated and Integrated ELD. Continue to implement Sobrato Early Academic Language (SEAL) for grades TK-6 to help prevent Long-Term English Learners, Project GLAD (Guided Language Acquisition Design) for grades 7-12, and English 3D for 9-12. The SEAL Model will continue to be replicated in grades 4-6. The above programs support a broad course of study. Monitor and refine Reclassification Criteria for Special Education English Learner students. Through these actions the unduplicated students will see an increase on state and local assessments. Updates for 2019-20 Provide enrichment field trips aligned to SEAL and ERWC units of study for students in grades K, 4, and 6. This would provide all students with a real world learning environment. Homeless and Foster students would have access to these learnings. The actions and services in paragraph 1 have been streamlined to include only SEAL and ERWC. This ensures alignment and focus.		
8. MTSS. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to implement and refine Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for students, inclusive of EL's, Special Education students, and Foster Youth. Together the district's vision and mission will guide district and school practices, policies, and goal development, to increase student achievement that embraces the concepts of "closing the gap" as well as "raising the bar" for all students. Continue to provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps. Through these actions the unduplicated students will see an increase on state and local assessments.	5000-5999: Services And Other Operating Expenditures LCFF 300000	5000-5999: Services And Other Operating Expenditures LCFF 271630.85

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
9.ELPAC Training. Continue to provide ELPAC training for all TK-12 certificated teachers, TK-12 paraprofessionals, site and district administrators to increase English Learner Progress Indicator. Continue to connect Formative and Summative Assessments to district-wide initiatives on improving writing across all content areas for English Learners and Special Education English Learners. Continue to provide substitutes, extra time for assessments (administering and scoring), data entry, and professional development.	2000-2999: Classified Personnel Salaries LCFF 3,000 1000-1999: Certificated Personnel Salaries LCFF 5000 5000-5999: Services And Other Operating Expenditures LCFF 2000	1000-1999: Certificated Personnel Salaries LCFF 7280.71 3000-3999: Employee Benefits LCFF 10323.28 5000-5999: Services And Other Operating Expenditures LCFF 47385.92
10. 21St Century Skills, Google & Technology Integration. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will provide 21st century learning skills for classified and certificated staff, e.g. Google Platform, i.e. Google Docs, Google Classroom, etc. that will lead to Google Certification. Transition to adopting Google Platform for leveraging technology to enhance learning. Update and replace, technology; i.e. Chrome book carts, computers, Chrome book management systems, high-speed internet with Comcast, wireless access and security in all settings. In addition Golden Plains will restructure the technology department to assist with embedding technology in lesson design, lesson delivery and student demonstration of learning. In doing so Golden Plains will be able to prepare its students for the rigorous demands of the 21st century. Thus increasing outcomes for unduplicated students. Updates for 2019-20 Provide Chromebook refresh and expansion to increase access to chromebooks for students. Provide internet options for outlying areas including the increase of wireless internet to the rural communities of Helm and Cantua Creek.	2000-2999: Classified Personnel Salaries LCFF 80204 3000-3999: Employee Benefits LCFF 53819 4000-4999: Books And Supplies LCFF 159382 5000-5999: Services And Other Operating Expenditures LCFF 40613	2000-2999: Classified Personnel Salaries LCFF 102000 3000-3999: Employee Benefits LCFF 62000 5000-5999: Services And Other Operating Expenditures LCFF 582114.53
11. Enrichment, CTE, STEAM. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain and refine accelerated and enrichment-learning opportunities for students meeting and exceeding	4000-4999: Books And Supplies LCFF 147,106	5000-5999: Services And Other Operating Expenditures LCFF 227057.25

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
grade level standards or on track towards graduation, e.g. CTE and STEAM pathways, Seal of Biliteracy, Honors AP Courses, and Dual Enrollment. Research and expand CTE Curriculum to include courses in which there is a high demand of employment after graduation. Certification of completion track for Special Education students leading to develop life skills needed for job opportunities. Continue to implement Engineering Is Elementary (EIE) curriculum during summer school (STEAM Summer Academy) for grades TK-8 and during the school year in two sessions for English Learners in grades TK-8 on Saturday's. Refine NPDL Projects during the school year in grades 4-12. Through these actions the unduplicated students will see an increase on state and local assessments." Updates for 2019-20 Expand Agriculture Pathway to include ag projects (floral, research, horticulture, etc.). Provide accelerated educational opportunities for all students including Homeless and Foster Youth. These will include: Math I in 8th grade; increased Advanced Placement and concurrent enrollment programs with West Hills Coalinga, and coding.		
12. Lower Class Size. The unduplicated students are some of the lowest performing students at Golden Plains on state and local assessments. To meet their needs maintaining a smaller teacher pupil ratio is beneficial and improves student outcomes. Maintain staffing for lower class sizes at the 4-8 grade levels and those 9-12 departments in which multiple "Formative Assessments" are needed to facilitate increased Language and Literacy across all content areas. Thus increasing outcomes for unduplicated students.	1000-1999: Certificated Personnel Salaries LCFF 1,278,200 3000-3999: Employee Benefits LCFF 261,800	1000-1999: Certificated Personnel Salaries LCFF 1008000 3000-3999: Employee Benefits LCFF 352000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

1. Books & supplies: New adoption materials and engaging curriculum. (Used $262,774 less than budgeted or 78.7% less than budgeted). COVID put end to adoption.

2. Instructional coaches & programs.. (Services: $49,444 or 49% less than budgeted; Salaries: $33,519 less than budgeted, or 41% less).

3. Monitor student formative and summative assessment. The action was reviewed, and changed to services instead of books and supplies. Services better describes the action of monitoring.

4. Certificated and classified staff. (Certificated staff: $2,444,753 less than budgeted or 39% less. Classified staff: $2,234,514 less than budgeted or 68%. Benefits: $469,163 more than budgeted, or 18% more).

5. Recruiting and Maintaining Staff. increase in salaries and benefits. (Benefits: $73,651 more than budgeted or 28.6%).

7. Books and materials for English Learners. ($34,076 less than budgeted or 15%).

9. ELPAC training. (Classified salaries: $4,280 more than budgeted or 142% more; Certificated salaries: $5,323 more than budgeted or 100% more; Services and training: $45,385 more than budgeted or 2269% more).

10. Google training for 21st Century skills. (Classified staff: $21,796 more than budgeted or 27%: Employee Benefits: $8,181 more than budgeted or 15%: Books & supplies: no expenditure data entered: Services: $186,444 more than budgeted or 459%).

11. Accelerated enriched learning opportunities, includes CTE & STEAM. (Books & supplies: $435,008 more than budgeted or 295% more).

12. Lower class size. (Certificated: $270,000 less than budgeted or 21% less; Benefits: $90,000 more than budgeted, or 34% more).

1. Books and supplies were not implemented due to COVID 19 interruption. Adoption committees met, and a pilot program for an textbook adoption was selected. COVID 19 ended the pilot and adoption process.

2. Services and certificated salaries including professional development. Due to COVID 19, students could not receive services on campus. When added together, salaries and benefits are about equal. Both are a result of projections. Salaries and benefits were 27.4% more than budget due to the need to meet the needs of students through online and distant learning.

4. Certificated and Classified Salaries. (There was an over projection in salaries, under-projection in benefits). A lot of sub costs are not used. The substitutes were not there, so the money was shifted to services for technology and social emotional (Goal 2, Action 4). The total difference here is $4,324,080.

5. Increase in Salary. The difference is due to projecting salary and benefits. When both are added together the difference is $141,458 more than budgeted or less than 10%.

7. EL Program. (Students were not on campus so items like fields trips were eliminated due to COVID 19).

9. ELPAC Training. The focus on EL students resulted in a shift in actions from Goal 1 Action 4 to this action.

10. 21st Century Skills, Google & Tech Integration. (For classified and benefits: There was an over projection in salaries, under-projection in benefits. The difference is $29,977 more than budget, carry-over from Goal 1, Action 4. Classified staff were needed for COVID 19 responsibilities. Expenditures made in services here rolls over from Goal 1, Action 4).

11. Enrichment, CTE, STEAM.   (Expenditures made in services here rolls over from Goal 1, Action 4)

12. Lower Class Size. (Benefits were under-projected,, and certificated, over-projected. When combined, there is a $180,000 less than budgeted or 11.6%. The shortage is due to lessening support for class size reduction due to COVID 19).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Overall Golden Plans Unified implemented almost all of these actions, or it was able to re-direct funds to other actions when COVID 19 closed school. Here is a description of implementation.

1. Books & Supplies. Success: the district set up adoption committees and met throughout the year, and asked for input from stakeholders including parents. A few teachers were piloting the program until the COVID closure. Challenge: Continuing the adoption process. COVID 19 stopped/greatly hindered implementation.
2. Services and certificated salaries including professional development. Success: Teachers provided both distance learning and online learning to students though the year augmenting their skills through Google training. Challenges: Online platform is difficult for some teachers to navigate; in addition, teachers had to build tech capacity as they addressed state and local curriculum and standards.
3. Monitor student formative & summative assessment. Success: Teachers provide grades in google classroom and on the Aeries system; challenges: COVID 19 required a focus on the social emotional to meet the needs of children so the monitoring process became secondary.
4. Certificated and Classified Salaries: Success: GPUSD: provided quality staff for students in many grades; challenges: Due to COVID 19, many teachers and classified staff were quarantined and missed class or work
5. Increase in Salary. Success: GPUSD was able to retain qualified staff. Challenge: GPUSD still has difficulty retaining staff due to its distant location.
6. Recruiting and Maintaining Staff. Success: GPUSD attended job fairs and recruited some good teaching candidates; challenges: some teachers and candidates leave GPUSD for locations closer to Fresno and Clovis.
7. EL Program. Success: The district focuses on ELs, their family, and their language and culture. Input from EL students and their families is highly valued. Challenges: Students were not on campus, so new books and supplies were not purchased.
8. MTSS. Success: Sites utilized teachers, counselors, and psychologists to provide support for students; challenges: Arranging to meet online was difficult and connectivity was an issue from March to October 2020.
9. ELPAC Training. Success: Sites employed additional resources to train and provide support. Challenges: Most challenges are related to online access to meet students
10. 21st Century Skills, Google & Tech Integration. Success: Challenges:
11. Enrichment, CTE, STEAM. Success: Sites employed additional funds to update or expand facilities. Challenge: CTE and such course are hands-on courses, but COVID 19 rendered in-person instruction unfeasible due to restrictions.
12. Lower Class Size. Successes: Due to declining enrollment, lower class size was maintained without having to hire additional staff; challenges: Declining enrollment leads to a reduction in staff.

Goal 2

Increase positive school climate with all stakeholders and build exemplary school and district facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rate **19-20** Increase attendance rate by 1% **Baseline** 15-16 Attendance rate: 93%	Attendance Rate 2019-2020 - 91.45% (Not Met - Increase of of 0.6 increase from 2018-2019). 2018-2019 - 90.85% (Not Met -Increase of 0.6 from the 2016-2017 school year. 2017-2018 - 90.22%
Metric/Indicator Chronic Absenteeism **19-20** Decrease in Chronic absenteeism by 1% points **Baseline** 15-16 Chronic absenteeism: 11.7 %	Chronic absenteeism 2018-2019 13.8 as reported on the CA Dashboard (not met). 2017-2018 10.2% as reported on the CA Dashboard (.5% increase from 2016-2017).
Metric/Indicator Suspension Rate	Suspension Rate 2019-2020 5.6% as reported on Data Quest. (Met)

Expected	Actual
19-20 Decrease suspension rate by 1% **Baseline** 15-16 Suspension rate: 13.6%	2018-2019 8.6% as reported on the CA Dashboard. 2017-2018 4.9% as reported on the CA Dashboard.
Metric/Indicator Middle and High School Dropout Rate **19-20** Maintain Middle School dropout rate at 0% Decrease High School dropout rate by 1% **Baseline** 15-16 Middle School dropout rate: 0% 15-16 High School dropout rate: 5.9%	Middle School Dropout Rate 2018-2019 Middle School Dropout Rate 0%. (Met) 2016-2017 Middle School Dropout Rate 0% from Data Quest. High School Drop out Rate 2018-2019 - 4.8% (Not Met) 2017-2018 - 2.1%
Metric/Indicator Expulsion **19-20** Maintain expulsion rate at 0% **Baseline** 15-16 Expulsion rate: 0.1%	Expulsion Rate 2019 - 2020 0.06% as reported in Data Quest. (Not Met). 2018-2019 0.00% as reported in Data Quest. 2017-2018 0.00% as reported in Data Quest
Metric/Indicator Facilities Maintained (FIT) **19-20** Maintain 100% of schools rated as "Overall Facility Conditions – Good." **Baseline** 15-16 Overall Facility Conditions-Good Rating	Facilities Maintained (FIT) 2019-2020 (Met) - Maintain 100% of schools rated at "Overall Facility Conditions - Good." 2018-2019 100% of schools rated at "Overall Facility Conditions - Good."
Metric/Indicator	Local Climate Survey

Expected	Actual
Local Climate Survey **19-20** Local Climate Survey (WE Survey), increase 1% growth in the indicators Rigor, Relevance, and Relationships **Baseline** 15-16 Local Climate Survey (WE Survey) Rigor 73.5% Relevance 72.5% Relationships 74%	2018-2019 - Met (No WE survey in 2019-2020 due to Covid-19 school closure). Rigor 93% Relevance 88% Relationships 77% Local Climate Survey (WE Survey) Increase 3% growth in the indicators Rigor, Relevance, and Relationships.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Attendance. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to maintain attendance committees through MTSS process at each site and district to regularly review school attendance rates and create action plans to reduce truancy levels, especially with Homeless/Foster Youth (i.e. monthly meetings at school sites and quarterly meetings district-wide). Continue to contract with FCOE and Truancy Intervention Program. Utilize support staff, materials, supplies and attendance incentives to increase attendance rates. Through these actions the unduplicated students will see an increase on state and local assessments. Updates for 2019-20 Provide release time for staff to develop the initial MTSS framework for the district with supports for English Learners, Homeless/Foster Youth, and Low Income students.	5000-5999: Services And Other Operating Expenditures LCFF 5000 1000-1999: Certificated Personnel Salaries LCFF 4,200 3000-3999: Employee Benefits LCFF 800	4000-4999: Books And Supplies LCFF 6284.5 5000-5999: Services And Other Operating Expenditures LCFF 323027.11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. Technology and Supplemental Material. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to purchase equipment and materials to adequately equip high school classrooms to facilitate Career and Technical Education (CTE) for students, including supplemental transition materials for Special Education students. Through these actions the unduplicated students will see an increase on state and local assessments.	4000-4999: Books And Supplies LCFF 18,000	4000-4999: Books And Supplies LCFF 92155.97
3. Retain 2 Counselors for elementary schools and RDR. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will retain 2 certificated school counselors to monitor student academic and social progress for Helm/RDR, Cantua, Tranquillity, and San Joaquin Elementary. Local, state, and formative assessment data will be used to increase student achievement and graduation levels to guide students toward College, Career, and Civic Life in grades TK-8 and RDR. Through these actions the unduplicated students will see an increase on state and local assessments."	1000-1999: Certificated Personnel Salaries LCFF 224,276 3000-3999: Employee Benefits LCFF 45,936	1000-1999: Certificated Personnel Salaries LCFF 204129 3000-3999: Employee Benefits LCFF 72755
4. Facility Maintenance. On-going facility maintenance, improvements, and beautification will help create a positive school environment. Update classroom and cafeteria furniture, as evidenced through three site visits by administrators and board members. On a monthly basis the superintendent will continue to conduct school site walk-throughs with MOT department. Updates for 2019-20 Provide enhancements to the Agriculture Pathway including the updating of the farm infrastructure and classroom labs.	2000-2999: Classified Personnel Salaries LCFF 18,750 3000-3999: Employee Benefits LCFF 6,250 4000-4999: Books And Supplies LCFF 215,965	2000-2999: Classified Personnel Salaries LCFF 394473.5 3000-3999: Employee Benefits LCFF 198618 4000-4999: Books And Supplies LCFF 251658 5000-5999: Services And Other Operating Expenditures LCFF 593479.64 7000-7439: Other Outgo LCFF 457962.34
5. Parent Engagement. In a rural area such as Golden Plains, parental and community engagement is key to student success. The parents of our unduplicated students need support to engage in the educational process. We are striving to increase the number of stakeholders participating in school related activities to improve positive school	4000-4999: Books And Supplies LCFF 110,000 5000-5999: Services And Other Operating Expenditures LCFF 30000	4000-4999: Books And Supplies LCFF 24450 5000-5999: Services And Other Operating Expenditures LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
climate, culture and student achievement. We will analyze baseline data for school climate and culture using a researched based survey, i.e. LCAP Stakeholder survey and the We Survey. These actions will increase the number of parents of unduplicated students who are engaged at our school sites and will have a positive effect on student outcomes. Updates for 2019-20 Continue marketing efforts to increase awareness of district initiatives and two-way communication with all stakeholders.		
6. Positive School Climate/Campus Monitors. The unduplicated students are some of the lowest performing students and will benefit from a stable and safe learning environment. In order to maintain a safe and positive school climate we will retain two Campus Monitor positions at THS. Additional supervision is key to maintaining safe schools and reducing and improving suspension rates. We will also retain five Non-Instructional/Yard Duty Aides for K-8 and continuation high schools. We will provide Positive Behavior Training for all campus supervisors and non-instructional yard monitors. Provide, update and replace security/safety rmaterials. The continuation of additional support will help improve school climate, culture, lower suspension rates and increase student performance. Students who feel safe on campus have the likelihood of performing better academically.	2000-2999: Classified Personnel Salaries LCFF 280,000 3000-3999: Employee Benefits LCFF 84,000 5000-5999: Services And Other Operating Expenditures LCFF 40,723	2000-2999: Classified Personnel Salaries LCFF 382834 3000-3999: Employee Benefits LCFF 120708 5000-5999: Services And Other Operating Expenditures LCFF 41068.22
7. PBIS & MTSS. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to refine Positive Behavior Intervention Supports (PBIS) within the MTSS to include the 6 C's: Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character in order to provide a safe and positive school climate for all stakeholders and thus reduce suspension rate. Refine Safe School Ambassadors Program at K-8 elementary schools. Through these actions the unduplicated students will see an increase on state and local assessments."	4000-4999: Books And Supplies LCFF 10,000	4000-4999: Books And Supplies LCFF 12689

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Updates for 2019-20 Second Step will be used for implementing anti-bullying training for staff, students, and parents.		
8. Transportation home to school. District will continue to provide home to school transportation within the transportation boundaries for students to school related events.	2000-2999: Classified Personnel Salaries LCFF 800,000 3000-3999: Employee Benefits LCFF 360,000	2000-2999: Classified Personnel Salaries LCFF 1197260 3000-3999: Employee Benefits LCFF 354492

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

1. Attendance. Certificated Salaries: $4,200 was not expended, or 100% budgeted. Employee Benefits: $800 was not expended or 100% less. District chose to direct funds to books and supplies $6,284, and Services $323, 027.

5. Parent Engagement. Books & Supplies: $85,500 was not expended or 77.7% less than budgeted. Serv$30,000 less than expended or 100% less. Because on-campus activities were curtailed, GPUSD directed these funds to other activities such as facilities because stakeholder feedback asked for improved facilities.

GPUSD implemented additional actions and services such as technology, facilities and transportation through increased funding. Technology: $74,155; Facilities: $1,655,225; Positive School Climate/Campus Monitors: $139,887; Transportation: $391,752. All these costs directly mitigated the impact of COVID 19 and while they were part of the 2019-2020 LCAP the extent to which they were a part was greatly augmented. These changes would support students and their families through improved facilities, internet and electronic devices. (This refers to action 2, 4, 6, 8).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

GPUSD was able to successfully implement all actions and services; however due to COVID 19 some actions and services were reduced and the funds directed to others. The use of these funds is explained above.

Goal 3

Increase stakeholder involvement with school, district, and community. Plan and implement more parent educational opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of all Parents involved in ELAC & SSC **19-20** Increase by 3% **Baseline** ELAC= 2.2% SSC= 2.2%	Maintained (Not Met) 2019-2020 (maintained) ELAC = 2.2% SSC = 2.2% 2018-2019 ELAC = 2.2% SSC = 2.2%
Metric/Indicator Percentage of all Parents involved in DAC & ELAC **19-20** Increase by 3% **Baseline** DELAC= 1.5% DAC= 1.5%	Maintained (Not Met) 2019-2020 (maintained) DELAC = 1.5% DAC = 1.5% 2018-2019 DELAC = 1.5% DAC = 1.5%

Expected	Actual
Metric/Indicator Percentage of parents participating **19-20** Increase by 5% **Baseline** Parent/Teacher Conference= 76.8% Open House= 24.8% Back to School Night= 24.8%	Percentage of parent participation (2018-2019) Parent/Teacher Conference = 83% (Met) Open House = 38% (Met) Back to school Night = 32% (Met) 2017-2018 Parent/teacher conference 77% Open House 25% Back to school Night (25%)
Metric/Indicator Number of Parent Programs offered **19-20** Increase Parent Education Programs by 1 offering **Baseline** Parent Education Programs= 2	Number of Parent Programs offered. 2018-2019 (MET) Project 2inspire, ELS, GED, Citizenship, and computer classes. 2017-2018 Project 2inpire, ELS, GED, and computer classes.
Metric/Indicator Number of parents participating **19-20** Increase participation by 5% **Baseline** Parent program participation= Adult ELD Classes (135); Project 2INSPIRE (86)	Number of parents participating 2018-2019 Maintained (Not Met) Parent program participation = Adult classes (ELS, GED, Citizenship, Computer, Project 2INSPIRE (155 participants). 2017-208 Maintained (Not Met) Parent program participation = Adult classes (Project 2inpire, ELS, GED, and computer classes.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Translators. Continue to provide interpreter and translator services for district-wide activities, school functions, and parent meetings. Continue to train and certify school site and district interpreters and translators through FCOE or other agency. Monitor process for designated list of qualified interpreters and translators for school sites/district.	5800: Professional/Consulting Services And Operating Expenditures LCFF 10,000	5800: Professional/Consulting Services And Operating Expenditures LCFF 41068.22
2. Parent Communication & Planners. The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed. Therefore increasing (in addition to Title I funds) district and site parent communication and involvement in district-wide activities, i.e. parent News Letters, Blackboard Connect, School Calendar, School Marque, and district/school website. Improve accessibility to websites, grading, and attendance systems will help students improve academically. In addition, purchase student planners to increase communication from school to home regarding academic assignments and progress (Professional Development for staff on how to best utilize the teacher/student planners). Continue Project 2 Inspire to increase parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children at all school sites. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process.	4000-4999: Books And Supplies LCFF 10,000	4000-4999: Books And Supplies LCFF 486
3. Parent Education & Support. The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed. Provide (in addition to Title I funds) parent educational services and English classes. Execute parent education contracts; provide materials, supplies, supplemental staff hours and childcare. Retain Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program, i.e. Project 2Inspire, District-wide initiatives, and parent engagement.	1000-1999: Certificated Personnel Salaries LCFF 110,000 3000-3999: Employee Benefits LCFF 18,700 4000-4999: Books And Supplies LCFF 48,150	1000-1999: Certificated Personnel Salaries LCFF 92152 3000-3999: Employee Benefits LCFF 34130 4000-4999: Books And Supplies LCFF 486

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide additional parent/community educational opportunities, e.g. computer courses, GED, Citizenship, etc. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

2. Parent Communication & Planners. Books & Supplies: $9,514 less than budgeted or 95% less. As a result of COVID 19, the need for translators and translation was increased to enhance communication with parents many of whom speak only Spanish. Therefore this money was moved to action 1. The need for translation is compounded because staff may not be bilingual in Spanish and communication is especially important under COVID 19.

3. Parent Education & Support. Certificated Personnel Salaries: $17,848 less than budgeted or 16% less. Books & Supplies: $47,664 less than budgeted or 99% less. (COVID in March reduced costs. Could not spend. Much of these funds could be rolled over to next year).

GPUSD did not implement new actions/services to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP. However, due to COVID 19, additional funds were used to augment actions/services already in place (See Action 1 for translators).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

1. Translators. Successes: GPUSD was able to provide translators for many virtual meetings that took place under COVID 19. Challenges: the first challenge would be the additional cost, and the need to diminish other actions/services.
2. Parent Communication & Planners. Successes: Parent communication could be done online or through platforms such as websites, facebook. Challenges: Supplies and materials were not purchased.
3. Parent Education & Support. Successes: Parent education continued with GED courses, citizenship. Challenges: The adult education discontinued in-person instruction in ESL and other courses. This loss of education is another learning loss in the community.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	350,000	300,000	No
2. Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	50,000	20,000	No
3. Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	75,000	80,000	No
4. Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	25,000	12,500	No
5. Custodians/Maintenance: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	100,000	100,000	No
6. HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	50,000	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
7. Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	15,000	7497	No
8. Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	100,000	0	No
9. Hand washing Stations: Additional hand washing stations for locations where sink access is insufficient.	30,000	25,000	No
10. In surveying our unduplicated students, over 50% of households lack internet connectivity, a device, or both. The district plans to acquire additional laptops, tablets, hotspots, network upgrades to increase access and connectivity. We believe that our unduplicated students will increase their academic and social and emotional well-being by having access to their teachers and students.	250,000	402,219	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There are substantive differences (more than 10%) in the following planned actions and/or budgeted expenditures:
(2) Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness. (60% less than budgeted)
(4) Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols (50% less than budgeted)
(6) HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice. (100% less than budgeted). Paid by COVID funds.
(7) Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. (49.98% less than budgeted).

(8) Individual Supplies: Additional supplies to limit the number of individuals using shared objects. (100% less than budgeted). Paid by COVID funds.

(10) In surveying our unduplicated students, over 50% of households lack internet connectivity, a device, or both. The district plans to acquire additional laptops, tablets, hotspots, network upgrades to increase access and connectivity. We believe that our unduplicated students will increase their academic and social and emotional well-being by having access to their teachers and students. (60% more than budgeted).

GPUSD spent less on each of the items 1, 2, 4, 6. 7, 8, 9 during the 2020-2021 school year because GPUSD utilized Federal funds in place of LCFF funds. The district still able to implement the actions as described.

(10) GPUSD needed to provide more than expected due to the onset of COVID 19. Chromebooks were provide to each student along with a hot spots to ensure connectivity. GPUSD outfitted buses with internet service in rural areas until hot spots became available in mid October 2020.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Golden Plains successfully implemented in-person instruction during the 2020-21 school year. Staff received extensive education and training in the use of PPE and other health and safety measures. Information was posted on Facebook and Websites to educate stakeholders including parents and the community.

The challenges GPUSD faced were being able to maintain safety precautions when several staff were absent. The need to maintain a list of trained certificated and classified staff is essential and expensive because we employed guest teachers for 180 or more days at each site.

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(1) Devices: In surveying our unduplicated students, over 50% of households lack access to a device. Chromebooks made available for all students who need a device to access distance learning at home. We believe that our unduplicated students will increase their academic and social and emotional well-being by having access to their teachers and students.	200,000	300,000	Yes
(2) Additional Technology to Support Distance Learning: In surveying our unduplicated students, over 50% of households lack access to a WiFi or other technology. The district will acquire more Wifi hotspots, headsets, and laptops/devices for staff. We believe that our unduplicated students will increase their academic and social and emotional well-being by having access to their teachers and students.	50,000	75,000	Yes
(3) Foster Youth Services: Our foster youth need additional supports in academics and social and emotional well-being. The district will maintain staffing and supports that specifically address Foster Youth needs. We believe that these services will increase academic and social and emotional well-being for our foster students.	10,000	10,000	Yes
(4) 52% of our students are English learners, where many are performing below grade-level on the CAASPP. The district will maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs. We believe that these actions will increase our English learner students' academic achievement.	50,000	200,000	Yes
(5) Counselors, Master Schedule, Credit Recovery: Our unduplicated students perform below in academics. The district will maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school	60,000	100,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning. We believe that these actions will increase student academic achievement and social and emotional well-being.			
(6) Instructional Coach: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of a learning management system, and implementation of targeted small group and individual sessions.	100,000	226,457	No
(7) Focused Teacher Collaboration: Our unduplicated students perform below grade-level based on the CAASPP. The district will increase time for teacher collaboration and planning for distance learning. Provide professional development through Impact Teams training in grades TK-12. We believe that these actions will help increase the quality of teaching and supports to raise the academic achievement of our unduplicated students.	50,000	130,110	Yes
(8) Special Education Instructional Assistants and Psychologists: Our unduplicated students demonstrate a lack of academic achievement based on local and state data. The district will utilize special education instructional assistants and psychologists to help students who are having issues with distance learning through tutoring and social and emotional supports. We believe that these actions will support our unduplicated students in mastering the standards being taught.	25,000	50,000	Yes
(9) Homeless Services: Our homeless students demonstrate a lack of academic achievement based on the CAASPP. The district plans to	40,500	20,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations. We believe that these actions will provide our homeless students with the supports needed to be successful.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There are substantive differences (more than 10%) in the following planned actions and/or budgeted expenditures:
(1) Devices. GPUSD budgeted $200,000; $300,000 was expended. Substantive difference: 50% more than budgeted.
(2) Additional Technology to Support Distance Learning. GPUSD budgeted $50,000; $75,000 was expended. Substantive difference: 50% more than budgeted.
(4) 52% of our students are English learners, and many perform below grade-level on the CAASPP. GPUSD budgeted $50,000; $200,000 was expended. Substantive difference: 300% more than budgeted.
(5) Counselors, Master Schedule, Credit Recovery: Our unduplicated students perform below in academics. GPUSD budgeted $60,000; $100,000 expended, Substantive difference: 67% more than budgeted.
(6) Instructional Coach. GPUSD budgeted $100,000; $$226,457 was expended, Substantive difference: 126% more than budgeted.
(7) Focused Teacher Collaboration. GPUSD budgeted $50,000; $130,110 was expended. Substantive difference: 160% more than budgeted.
(8) Special Education Instructional Assistants and Psychologists. GPUSD budgeted $25,000; $50,000 was expended. Substantive difference: 100% more than budgeted.
(9) Homeless Services. GPUSD budgeted $40,500; only $20,000 was expended. Substantive difference: 50.6% less than budgeted.

(1) Devices. In surveying our unduplicated students, GPUSD found that over 50% of households lacked access to a device. GPUSD made Chromebooks available to all students who needed a device to access distance learning at home. We believed this action for our unduplicated students would increase their academic and social and emotional well-being by having access to their teachers and students.
(2) Additional Technology to Support Distance Learning. In surveying our unduplicated students, over 50% of households lacked access to a WiFi or other technology. The district acquired more Wifi hotspots, headsets, and laptops/devices for staff. We believed this action for our unduplicated students would increase their academic and social and emotional well-being by having access to their teachers and students.
(4) 52% of our students are English Learners, and many perform below grade-level on the CAASPP. The district greatly increased staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer

programs, and language immersion programs. We believed that these actions would increase our English learner students' academic achievement.

(5) Counselors, Master Schedule, Credit Recovery: Our unduplicated students perform below in academics. The district increased staffing and supports to provide core and supplemental counseling services to students. GPUSD also increased staffing and supports to implement equity-driven staffing processes and course scheduling, to provide credit-recovery options throughout the school year at high school sites, and to support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff needed to be redeployed to address health concerns and students required different proportions of in-person learning. We believed that these actions would increase student academic achievement and social and emotional well-being.

(6) Instructional coach. GPUSD greatly increased existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expanded professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of a learning management system, and implementation of targeted small group and individual sessions

(7) Focused Teacher Collaboration. Our unduplicated students perform below grade-level based on the CAASPP. The district greatly increased time for teacher collaboration and planning for distance learning. Provided professional development through Impact Teams training in grades TK-12. We believed that these actions would help increase the quality of teaching and supports to raise the academic achievement of our unduplicated students.

(8) Special Education Instructional Assistants and Psychologists. Our unduplicated students demonstrate a lack of academic achievement based on local and state data. The district greatly increased the use of special education instructional assistants and psychologists to help students who were having issues with distance learning through tutoring and social and emotional supports. We believed that these actions would support our unduplicated students in mastering the standards being taught.

(9) Homeless Services. Our homeless students demonstrate a lack of academic achievement based on the CAASPP. However, the district reduced staffing and supports specific to Homeless Youth because these services were being provided to these students who are either Hispanic, low-socioeconomic, or English Learner. In addition, the district already provided access to devices and connectivity, particularly during any transitions between living situations, so these funds could be reduced.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Success: Once schools closed, GPUSD provided distance learning immediately by assembling and distributing homework packets with instructions to students. The use of the google platform allowed teachers to initiate online instruction. Students with special needs and English Learners were offered limited in person instruction. Challenge: The assembling of packets and distribution was a difficult task especially because packets had to be collected, and the homework graded. That process was cumbersome and less effective than in person instruction. During the 2020-2021 school year, distance learning became the primary mode of instruction for a majority of the students.

Access to Devices and Connectivity: Success: GPUSD was able to provide instruction to all students throughout the district, including those in remote areas, most of whom are English Learners. Challenges: Until hot spots were provided by October 2020, one third of students in remote areas struggled with connectivity.

Pupil Participation and Progress: Success: pupil participation in all subgroups as measured by Aeries revealed 90% participation rate. On average attendance nearly reached 95%. There were a number of students who excelled academically as indicated by grades and progress reports. Challenges: Due to a connectivity issue in early 2020 school year, 30% of students could not participate online and attendance became an issue with 25% of students in some schools. Student progress suffered as many teachers reported that no student assignments were being submitted.

Distance Learning Professional Development. Success: GPUSD built the technology capacity in its staff during this time, and expanded platforms enriching the learning experience through for example: CLEVER, Google Class. Teachers would like to continue upgrading their technology as it becomes outdated. Building capacity in teachers and staff aided English Learners, SPED, homeless and Foster youth. Challenges: Some teachers and staff struggled with the online platform especially when online teaching was combined with in-person instruction.

Staff Roles and Responsibilities: Success: Staff roles and responsibilities became more fluid. Campus monitors helped in the kitchen and supervised internet cohorts, for example. In part, unions realized the need to be flexible. Challenges: instructional aides lost time working with students as their duties included delivering packets.

Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness. Successes: Students in these sub groups received prompt and extensive support. Schools monitored English Learner progress on a weekly basis and provided interventions. Such interventions include 30 minutes or more of Designated ELD. The district mandated identification of these individuals in sub groups, then provided support through early in-person instruction, distance learning with SPED instructors, counseling and psychology support as well. An IEP calendar was shared at the start of the year with the mandate to hold all meetings on time. Challenges: Holding meetings online when service was sporadic was a challenge for sub groups as well as main stream students. Foster & homeless students: Successes: These students received additional support from counselors and psychologists. Challenges: Locating these students and arranging meeting times is difficult due to parent working or internet connections for online meetings.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. High School Credit Recovery Summer Program: Online credit recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to juniors and seniors, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery.	50,000	25,000	No
2. Assessment Tools. Our unduplicated students, English Learners, and homeless students have performed far below grade-level on the CAASPP over the past five years. The district is focusing on assessment tools to measure student learning loss and growth including, but not limited to: NWEA Map, College Board PSAT and SAT, etc. We believe that these tools will provide essential data to understand the current academic status of our unduplicated students, English Learners, and homeless students so interventions can be provided where needed.	50,000	20,000	Yes
3. HMH Math Solutions provides instructional coaching support in regards to mathematics instruction in the distance learning model for teachers in grades TK-8.	150,000	80,000	No
4. The Core Collaborative Impact Teams support in grades TK-12 for the development of teacher efficacy through Impact Teams to focus on student work and progress and adjust instructional supports to students.	20,000	25,000	No
5. Benchmark Advance and Adelante Booster Curriculum 1-6 Grades. Our unduplicated students, English Learners, and homeless students have performed far below grade-level on the CAASPP over the past five years. Benchmark Booster has been designed to teach students	75,000	25,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
standards which might have been lost during the Spring school closure. We believe that this curriculum will help our unduplicated students, English Learners, and homeless students mitigate some of the learning loss.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

1. High School Credit Recovery Summer Program: (50% less than budgeted). Online credit recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to juniors and seniors, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery.
2. Assessment Tools: (60% less than budgeted). Our unduplicated students, English Learners, and homeless students have performed far below grade-level on the CAASPP over the past five years. The district is focusing on assessment tools to measure student learning loss and growth including, but not limited to: NWEA Map, College Board PSAT and SAT, etc. We believe that these tools will provide essential data to understand our unduplicated students, English Learners, and homeless students' current academic status, and provide interventions where needed. The difference occurred when funds were transferred to in-person instructional offerings and technology purchases.
3. HMH Math Solutions. (46.6% less than budgeted). HMH provides instructional coaching support in regards to mathematics instruction in the distance learning model for teachers in grades TK-8.
4. Impact Teams: (25% more than budgeted). The Core Collaborative Impact Teams support in grades TK-12 for the development of teacher efficacy through Impact Teams to focus on student work and progress and adjust instructional supports to students.
5. Benchmark Advance and Adelante Booster Curriculum 1-6 Grades: (66.7% less than budgeted) Our unduplicated students, English Learners, and homeless students have performed far below grade-level on the CAASPP over the past five years. Benchmark Booster has been designed to teach students standards which might have been lost during the Spring school closure. We believe that this curriculum will help our unduplicated students, English Learners, and homeless students mitigate some of the learning loss. The difference occurred when funds were transferred to in-person instructional offerings and technology purchases.

GPUSD used federal funds in place of local funds for these items as a result expenditures decreased for some actions. The district continues to implement all actions as described.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

GPUSD continues to coordinate with stakeholders and site administration to devise the best possible plan to mitigate learning loss.

Success: GPUSD addressed pupil learning loss by asking for stakeholder input, and initiating meetings with site leaders to compose learning loss plans. These plans focus specifically on the learning loss found among the English learners, low-income, foster youth, and homeless, as well as at risk. Sites used NWEA as a benchmark periodically throughout the year to determine students who were struggling. Some sites used weekly progress reports that monitored CCSS in ELA and Math. The data was disaggregated by student subgroups to determine interventions including Student Study Team (SST) goals. Challenge: Determining learning loss among these groups. Some sites determined learning loss by using LCAP academic goals for all students and measuring learning loss by reviewing student progress toward those goals, others used NWEA. Both require staff to coordinate assessments online, which was difficult due to the numbers of students who could be assessed at one time.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Success: The willingness of staff to go above and beyond to reach out to parents. We did home visits. We are flexible with our schedules. Our biggest challenge is the virtual platform and reliable internet. All4Youth and psychologists said they struggled to connect with students and parents. Also we struggled with the availability of parents for meetings.

Success: Teachers received 10 days for COVID personal necessity in the fall and later in the spring 2021. We developed health and safety plans at the site level, and implemented safety procedures. We provide weekly COVID testing for staff. Challenges: Meeting the needs and expectations of each staff member throughout the district is a challenge because many have real fears about the detrimental effects of contracting COVID 19.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes: Golden Plains Unified succeeded in promoting student engagement through detailed attendance policies and procedures. GPUSD used weekly attendance data to determine engagement among all students, English Learners, Special Education, Homeless and Foster, specifically. All schools reached attendance in the 90% range. Each site held weekly attendance meetings to review attendance per student group. The attendance committee determined a set of policies to increase attendance and decrease chronic absenteeism: (1) Communication. Inform parents that good attendance helps students academic. (2) Immediate Notification. Staff immediately calls parents when students are tardy, absent, or not on line. (3) Consistency. Keep messaging and notifying. Send a letter home for all tardies and absences. (4) Documentation. Log all tardies, absences, and late log-ons onto Aeries under Discipline or Assertive Discipline. (5) Home Visit. Principal with staff and/or the probation officer makes home visits. (6) SART Meeting. Invite parents of students with chronic issues to the office to sign a SART contract. (7) SARB. Refer students to district SARB. In addition, teachers also composed and taught lessons that enhanced student engagement online. GPUSD provided hot spots and chromebooks to engage students and families in their learning. The district, sites, and teachers used multiple methods of communication including Aeries communicator to engage students and families.
Challenges: Maintaining chromebooks and hot spots through out the district. Tech staff also had to maintain internet service for nearly all families. So different tech issues could reduce family engagement on line especially if parent had to access meetings through their child's email.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes: GPUSD provided 1450 per day meals to students and the community. GPUSD is providing meals for any one over 1 years old to 18 years old in our school district.

In person meals. Staff felt that Just feeding them was a success because there are families not working and their children need to eat. We are helping families. Parents and students are appreciative of the meals provide by GPUSD. Challenges: At times, staff shortages made serving meals very difficult and stressful.

Distance learning meals. Success: Staff has had to be flexible to do jobs, change their hours, they serve meals till 5:00 PM now. Challenges: We are having to drive out to distance locations on unpaved road to get to ranches. It's a rural community. On Fridays we have to provide 6 meals for families to cover the three days. During school holidays we've had to bag and carry up to 10 meals per students.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	1. Nutrition Services Materials and Supplies: Our unduplicated students are experiencing a lack of nutritious meals which is impeding their learning and have a higher level of social and emotional well-being needs. Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment. We believe that this action will help decrease hunger for our unduplicated students, so they can focus on learning and have a higher level of social and emotional well-being.	95,000	403,000	Yes
Mental Health and Social and Emotional Well-Being	2. Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	30,000	20,000	No
Mental Health and Social and Emotional Well-Being	3. Nurses and Health Aides: Maintain existing staffing and supports to provide critical health information, referrals, and support. Support district's broader efforts to educate the community	25,000	90,000	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	about COVID, support contact tracing, and engage in direct outreach to students and families.			
Mental Health and Social and Emotional Well-Being	4. Psychologists: Our unduplicated students are experiencing higher levels of trauma as a result of COVID-19 than other students, which impedes their learning. Psychologists would provide additional social and emotional supports for students who are struggling with the disconnection from their peers. We believe that this action will help decrease negative student behaviors unduplicated students, so they can focus on learning and have a higher level of social and emotional well-being.	30,000	50,000	Yes
Pupil Engagement and Outreach	5. Our unduplicated students come from families which have low education attainment levels. The district is going to develop a parent resource Center to provide both academic and social and emotional resources for the parents of GPUSD. We believe that this action will help increase parent engagement in the student's learning, which will increase student achievement and social and emotional well-being.	15,000	0	Yes
Pupil Engagement and Outreach	6. Parent Site Home Visit Program: Our unduplicated students come from households where the parents work long hours in agriculture, which minimizes parent engagement. The district plans to maintain existing staffing and support. We believe that these actions will provide support to	20,000	12,000	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	those families who are disengaged from distance learning.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

1. Nutrition Services Materials and Supplies: Our unduplicated students are experiencing a lack of nutritious meals which is impeding their learning and have a higher level of social and emotional well-being needs. Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment. We believe that this action will help decrease hunger for our unduplicated students, so they can focus on learning and have a higher level of social and emotional well-being. (324% more than budgeted).

2. Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. (33% less than budgeted).

3. Nurses and Health Aides: Maintain existing staffing and supports to provide critical health information, referrals, and support. Support district's broader efforts to educate the community about COVID, support contact tracing, and engage in direct outreach to students and families.(280% more than budgeted)

4. Psychologists: Our unduplicated students are experiencing higher levels of trauma as a result of COVID-19 than other students, which impedes their learning. Psychologists would provide additional social and emotional supports for students who are struggling with the disconnection from their peers. We believe that this action will help decrease negative student behaviors unduplicated students, so they can focus on learning and have a higher level of social and emotional well-being. (66% more than budgeted).

5. Our unduplicated students come from families which have low education attainment levels. The district is going to develop a parent resource center to provide both academic and social and emotional resources for the parents of GPUSD. We believe that this action will help increase parent engagement in the student's learning, which will increase student achievement and social and emotional well-being. (100% less than budgeted)

6. Parent Site Home Visit Program: Our unduplicated students come from households where the parents work long hours in agriculture, which minimizes parent engagement. The district plans to maintain existing staffing and support. We believe that these actions will provide support to those families who are disengaged from distance learning (40% less than budgeted).

2, 5, and 6 show less funding used than budgeted in large percentages. 2, 5 and 6 were diminished due to COVID 19 and the need to apply funds to more pressing actions such as (1) Nutrition Services, (3) Nurses and Health Aids; and (4) Psychologists. The shift in funds demonstrates that GPUSD responded to the increase in need among students who were isolated at home under the pandemic and responded according with more health services. GPUSD also recognized that families were struggling with employment during the pandemic and these families needed support with daily meals.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

GPUSD learned that most students need in-person instruction to achieve, but these students can benefit from adequate technology support including internet access and electronic devices while learning from home. Technology can augment and enhance the in-person learning experience, but not replace the effectiveness of sound in-person instruction that promotes collaboration and inquiry. To that end, GPUSD will continue to provide credentialed teachers and qualified staff, appropriate training in the most effective teaching practices. GPUSD will maintain staff that monitors both attendance and the academic progress of its English learners, Hispanic, low socio-economic students as well as other significant sub-groups. GPUSD also learned that students need the social emotional connection and the support of teachers in person in order to be academically successful and socially and emotional secure. GPUSD will continue to provide the additional counseling as well as education partnerships that provide students SEL support. In addition, GPUSD will continue to maintain and enhance technology in order to meet the needs of students and connect families who are great distances from the school. Meetings can be held virtually and in person.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student learning loss especially for students with unique needs is assessed through summative and formative assessments. Students take NWEA, a summative assessment, in ELA and Math throughout the school year to determine strengths and weakness. The NWEA can reveal the areas that additional instruction can address. The NWEA Identifies current level of students. Teachers also use daily and weekly formative assessments to determine student progress between summative assessments. Through the formative and summative assessment cycle, as well as consultation with counselors and other appropriate staff, GPUSD can identify student learning loss among students with special needs. For GPUSD, that means its English learner students. As of April 30, GPUSD is collaborating with sites and other stakeholders to develop a plan to meet the needs of student learning loss. The plans will extend through the 2021-2022 school year and can include Summer school, extended days, intersessions, and Saturday school. GPUSD continues to support English Learners, low socio-economic, special education, foster and homeless youth through several actions. Goal 1 Act 8, Multi-tier System of Supports, provides individual supports for students, supplemental curriculum and training for staff to address the academic and non-academic barriers these student groups face. Multi-tier System of Support (MTSS) includes social emotional help as well as additional academic support. In Goal 2, Action 3, GPUSD continues to provide 2 counselors to monitor student academic and social progress for additional support. In goal 2,action 6, GPUSD uses PBIS for these students in order to promote attendance, lower chronic absenteeism, and suspension. PBIS includes a reward system for students, as well as a method for teaching personal responsibility.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All the differences are explained in the appropriate sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis of the students outcomes in the 2019-2020 show that GPUSD is in the red on Chronic Absenteeism, Suspension rate, SBAC ELA, and College and Career Readiness; GPUSD is in orange for College and career ready and SBAC Math. GPUSD excels only in high school graduation rate which is in blue. Reflection: GPUSD must address these challenges through school improvement plans. GPUSD will continue to partner with Fresno County, SEAL, and other programs for their expertise and guidance. It is the responsibility of leadership to ensure that each and every student meets or exceeds standards. Sites and the district are responsible for monitoring student progress, and collaborating with teachers and parents, in order to address student progress on a regular basis.

GPUSD learned that most students need in-person instruction to achieve, but these students can benefit from adequate technology support including internet access and electronic devices while learning from home. Technology can augment and enhance the in-person learning experience, but not replace the effectiveness of sound in-person instruction that promotes collaboration and inquiry. To that end, GPUSD will continue to provide credentialed teachers and qualified staff, appropriate training in the most effective teaching practices. GPUSD will maintain staff that monitors both attendance and the academic progress of its English learners, Hispanic, low socio-economic students as well as other significant sub-groups. GPUSD also learned that students need the social emotional connection and the support of teachers in person in order to be academically successful and socially and emotional secure. GPUSD will continue to provide the additional counseling as well as education partnerships that provide students SEL support. In addition, GPUSD will continue to maintain and enhance technology in order to meet the needs of students and connect families who are great distances from the school. Meetings can be held virtually and in person.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan
Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- • Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	19,598,892.00	17,870,130.93
LCFF	19,598,892.00	17,870,130.93
	19,598,892.00	17,870,130.93

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	19,598,892.00	17,870,130.93
1000-1999: Certificated Personnel Salaries	9,411,513.00	6,757,972.94
2000-2999: Classified Personnel Salaries	4,631,954.00	3,178,053.51
3000-3999: Employee Benefits	3,709,545.00	4,623,398.06
4000-4999: Books And Supplies	1,302,544.00	658,302.18
5000-5999: Services And Other Operating Expenditures	533,336.00	2,153,373.68
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	41,068.22
7000-7439: Other Outgo	0.00	457,962.34

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	19,598,892.00	17,870,130.93
1000-1999: Certificated Personnel Salaries	LCFF	9,411,513.00	6,757,972.94
2000-2999: Classified Personnel Salaries	LCFF	4,631,954.00	3,178,053.51
3000-3999: Employee Benefits	LCFF	3,709,545.00	4,623,398.06
4000-4999: Books And Supplies	LCFF	1,302,544.00	658,302.18
5000-5999: Services And Other Operating Expenditures	LCFF	533,336.00	2,153,373.68
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00	41,068.22
7000-7439: Other Outgo	LCFF	0.00	457,962.34

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	17,148,142.00	12,973,764.43
Goal 2	2,253,900.00	4,728,044.28
Goal 3	196,850.00	168,322.22

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,045,000.00	$947,216.00
Distance Learning Program	$585,500.00	$1,111,567.00
Pupil Learning Loss	$345,000.00	$175,000.00
Additional Actions and Plan Requirements	$215,000.00	$575,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,190,500.00	$2,808,783.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$795,000.00	$544,997.00
Distance Learning Program	$140,500.00	$246,457.00
Pupil Learning Loss	$220,000.00	$130,000.00
Additional Actions and Plan Requirements	$55,000.00	$110,000.00
All Expenditures in Learning Continuity and Attendance Plan	$1,210,500.00	$1,031,454.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$250,000.00	$402,219.00
Distance Learning Program	$445,000.00	$865,110.00
Pupil Learning Loss	$125,000.00	$45,000.00
Additional Actions and Plan Requirements	$160,000.00	$465,000.00
All Expenditures in Learning Continuity and Attendance Plan	$980,000.00	$1,777,329.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Plains Unified School District	Martín Macías Superintendent	mmacias@gpusd.org (559) 630-0225

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Golden Plains Unified School District is located on the westside of Fresno County. The district is made up of four distinct rural communities (community populations in parentheses): Cantua Creek (973); Helm (198); San Joaquin (4360); and Tranquility (1018). The District is made up of four K-8 schools (Cantua, Helm, San Joaquin, and Tranquillity Elementary), one high school (Tranquillity High School), and one continuation high school (Rio Del Rey). Golden Plains Unified School District has an enrollment of 1,611students, with 52.5% English Learners, and 97% Free/Reduced Lunch. Golden Plains Unified School District is committed to providing a high quality education to each and every student. Our staff provides a caring and safe environment as well as rigorous and challenging curriculum. Communication between parents, community, and school sites is imperative. The school calendar, upcoming events, staff e-mail addresses, sports schedules, updated grades for students, and many additional links to daily school activities can be accessed from the district website.

Despite the closure of schools with COVID 19, we are extremely pleased with what has happened at Golden Plains the past six years. We partnered with outside educational researchers and practitioners who bring resources and practices to the district. The Sobrato Early Academic Language (SEAL) Model and California Learning and Language Innovation (CALLI/Stanford University) are two of our highly

regarded partners. GPUSD implemented the English Language Arts and English Language Development Framework (2014) before many other districts in order to provide alignment of teaching practices so that the home language and culture are nurtured and embraced while learning rigorous grade level content. GPUSD now has a TK-12 Seal of Biliteracy and Career & Technical Education Pathways. We encourage stakeholder input and feedback while planning the school year to prepare each and every student in GPUSD to be College and Career Ready.

Reflections: Successes

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

Golden Plains Unified achieved success within all local performance indicators for the 2018-2019 and throughout the 2020-2021 school year.

Academic Performance: GPUSD met the local indicator: (1) Implementing Academic Standards.   Golden Plains provided internet access through the district. Students each received chromebooks. In order to provide access to the most distant families, GPUSD retrofitted nine busses with WiFi and placed them in strategic locals to improve internet access in places like Three Rocks. At LCAP meetings, parents felt teachers were doing a great job preparing their children academically. The district reclassified 5% of its ELs this last year.

Conditions and Climate: GPUSD met all local indicators: (1) Teacher Instructional Material & facilities; (2) Parent and Family Engagement; and (3) The Local Climate Survey. Stakeholder feedback: Parents were proud about additional benches in school colors, the new lighting and new security cameras. Students felt better knowing that teachers were not leaving the school or district; there was stability for them. Students were building better relationships with teachers. Other parents and staff were proud of everything going on at the school. Students felt there were adequate electronic devices provided to them.

Academic Engagement: GPUSD achieved success with a Graduation Rate of 95.3%. GPUSD met the local indicator, (1) Access to a Broad Course of Study. Students believe there are more courses available to them and CTE pathways. There are also more clubs and activities for students to get involved. Food services provided an average of 1500 meals a day for local families during the COVID-19 pandemic.

GPUSD will continue Goals and actions to provide instructional material to students including recent textbook adoptions. The SEAL model and CALLI will be used to support English Learners and all students. We will continue to attract and maintain quality staff members and provide them adequate training. GPUSD counselors and partners will continue to provide academic and socio-emotional guidance to students.

Reflections: Identified Need

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

GPUSD needs significant improvement in all major Dashboard indicators for all students and specifically English Learners, Hispanic, and Low Socio-Economic. English Learners, Hispanic, and low income students are eligible for differentiated assistance based on the 2019 Dashboard across multiple indicators. Golden Plains is committed to improvement in the following areas:

Academic Performance Indicators: CAASPP ELA (Red) CAASPP Math (Orange) College and Career Indicator (Orange)
EL, Hispanic & Low Income are in need of significant improvement. English Learners are 89 points below standard in ELA and 109.2 points below in Math. Steps to address the need for improvement: GPUSD maintains an English Learner Program to support implementation of the ELA Framework (Goal 1, Action 7). GPUSD provides PD for paraprofessionals to promote language and literacy (Goal 1, Action 2); training is also provided for ELPAC testing (Goal 1, Action 9). Homeless Students are in need of significant improvement in ELA, Math. Homeless students are 94 points below standard in ELA and 127 points below standard in Math. In order to meet the academic needs of Homeless students, GPUSD provides a Multi-Tier System of Supports (MTSS). MTSS includes individual support for students, supplemental curriculum, and PD for staff (Goal 1, Action 8). In order to provide a relevant education, the district also provides 21st Century Skills, Google and Tech integration, including chromebooks and internet access (Goal 1, Action 10). Low Socio-Economic students make up approximately 100% of the student population, so the above services for the other subgroups apply to low socio-economic as well especially MTSS (Goal 1, Action 8) and 21st Century Skills, Google and Tech integration, including chromebooks and internet access (Goal 1, Action 10).

Academic Engagement: Chronic Absenteeism (Red).
EL, Hispanic, and Low-Socio-Economic students are in need of improvement. In order to address Chronic Absenteeism, GPUSD contracts with FCOE and Truancy Intervention Program and provides attendance incentives (Goal 2, Action 1). In order to address social-emotional barriers these student groups face, the district retains counselors to monitor these students behavior and provide counseling (Goal 2, Action 3). The district also funds the Positive Behavior Intervention System in order to train train and provide alternatives to suspension (Goal 2, Action 5). GPUSD also provides these students technology, supplemental material, and equipment for CTE (Goal 2, Action 2).

Conditions and Climate: Suspension Rate (Red)
English Learners, Hispanic, Low Socio-Economic students are in need of significant improvement for their high suspension rate. English Learners have an 8.3% rate; Hispanic, 8.6%; Low Socio-Economic, 8.7%. These student groups taken together make up almost 100% of GPUSD students. Almost all goals and actions address these students needs including providing free and reduced lunches. GPUSD provides a Multi-Tier System of Supports (MTSS). MTSS includes individual support for students, supplemental curriculum, and PD for staff (Goal 1, Action 8). In order to provide a relevant education, the district also provides 21st Century Skills, Google and Tech integration, including chromebooks and internet access ((Goal 1, Action 10). GPUSD also provides these students transportation from home to school (Goal 2, Action 7). In order to promote education at home, GPUSD provides parent education courses, so parents can help their children with class work (Goal 3, Action 3).

LCAP Highlights

(1) Collaboration

Golden Plains Unified through the collaborative effort of stakeholders produced the LCAP. Stakeholders included administrators, certificated and classified staff, parents, and students. The LCAP now includes four goals: (1) Academic Achievement; (2) Positive School Climate; (3) Stakeholder Engagement. GPUSD recently added goal (4) for Facilities after consulting with parents at DAC and DELAC meetings. The LCAP demonstrates how the district will use LCFF funds to achieve its four goals through selected actions that address the needs of each and every student and specific subgroups. GPUSD used state and local indicators to set objectives for each of its four goals. At the end of the year, these objectives will measure whether GPUSD achieved its goals.

(2) District Initiatives.

GPUSD will continue to implement district initiatives (ERWC, SEAL, CALLI, Number Talks, Impact Teams) to improve student achievement on the CAASPP in ELA and Math (Goal 1, Action 2) In order to monitor these initiatives throughout the year, GPUSD staff and teachers must use PD time to discuss formative and summative assessment results. These results will be made available in the Aeries gradebook so that parents, counselors, and site leaders can monitor student progress on a daily basis and provide interventions quickly (Goal 1, Action 3).

(3) English Learners.

GPUSD will continue to monitor a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards (Goal 1, Action 7). In order to monitor the EL program throughout the year, GPUSD staff and teachers must use PD time to discuss formative and summative assessment results. These results will be made available in a gradebook, so that parents, counselors, and site leaders can monitor student progress on a daily basis and provide interventions quickly (Goal 1, Action 3).

(4) Low-Income, Special Education and Foster Youth Students.

GPUSD will continue to implement the Multi-Tiered System of Supports (MTSS). MTSS includes Core Universal Supports, Targeted Supplemental Supports, and Intensive Supports for all students (Goal 1, Action 8). The district will provide guidance in the form of practices and policies for school sites including monitoring of academics (Goal 1, Action 3) and social-emotional monitoring (Goal 2, Action 3).

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

Helm Elementary School
San Joaquin Elementary School
Tranquillity Elementary School

Support for Identified Schools

Since the 2015-2016 school year, Golden Plains Unified School District has informed its mission with the change ideas found in the work of Michael Fullen and John Hattie. Fullen's "Coherence"(2016) focuses on the right drivers in action for schools, districts, and systems. Coherence lays the groundwork for the setting and review of goals as well as building professional capacity among stakeholders. Hattie's "Visible Learning" (2009), a synthesis of over 800 meta-analysis relating to achievement, provides research-based studies to guide the decisions the district makes about goals and actions, including the development of the CSI plans.

In July 2020, site leaders participated in a three day retreat to measure site improvement. Each site made power point presentations on how well the site progressed toward meeting its goals after a review of data including: state and local measures (Interim Comprehensive Assessments, Interim Assessment Blocks, PSAT, MAP, ELPAC), stakeholder survey data, and research. These presentations would constitute a cycle of continuous improvement because sites would meet regularly to discuss progress. In addition, the district provided site leaders with processes and protocols used by Fresno County Superintendent of Schools CSI team to engage in cycles of continuous improvement. Through these improvement planning meetings and data, the district provided each site with coaching and support as they developed a needs assessment to develop goals throughout the fall of 2020.

Through the improvement planning process throughout the 2019-2020 school year, gathering stakeholder input was a priority. Golden Plains Unified School District covers approximately 360 square miles, serving seven communities and 615 families. While GPUSD did not provide transportation for parents to meetings, the district made it a priority to hold meetings at the four K-8 schools to accommodate parents. In addition, GPUSD conducted empathy interviews in Spanish as well as English. More than 50% of our families are monolingual Spanish speakers, so we ensured that we provided interpretation services to provide the families the opportunity to be heard and let us know what they think abut how we are doing.

However, with the onset of COVID, the district has had to turn to online meetings and social media for parents and students, as we gather stakeholder feedback. Particularly for our District English Learners Advisory Committee (DELAC) and District Advisory Committee (DAC) parents, the district has provided devices to ensure participation due to a lack of access to technology and connectivity. Finally, the district has also supported sites by providing extra time for classified staff to conduct phone surveys with all 615 families to gather information regarding their needs during COVID.

In the DELAC, DAC, student leadership, and labor partner virtual meetings, data is at the core of the meetings. Whether it is looking at district or site-level data, the goal is to start with data and begin to uncover problems of practice. Data sets which are currently used due to COVID include: local academic assessment data (IAB, ICA, PSAT, MAP, and adoption data); connectivity data; engagement data; absenteeism rates; and social and emotional data through our wellness check forms. We are currently using G-Suite tools including Google Meets, Slides, Docs, and Jamboard to help participants document their thoughts. This has proven to be highly effective for each stakeholder group.

In June 2020, site leaders spent time at our End-of-Year Cycle of Continuous Improvement (CCI) to deconstruct their School Plans for Student Achievement (SPSA) and determine whether the plans which has been developed in the past actually addressed the needs based on data, including current stakeholder feedback. Two full days were allocated to this work to ensure that the site leaders had ample time to reflect and analyze their SPSAs. Thought partners were included during this time to help support on the needs assessment including: Fresno

County Superintendent of Schools, UC Merced Center for Educational Partnerships, Youth Leadership Institute and California Education Partners.

A follow-up meeting was held in July 2020 to refine the work to ensure that their SPSA goals were aligned to the needs addressed through the data and stakeholder feedback. This process developed their CSI plans and identified focus areas.

Once sites developed their needs assessment and analysis of their SPSAs, the district connects the sites with current evidence-based supports which are provided by key partners. For example, all three schools identified a need to focus on shared and guided reading based on student reading performance data. The district currently partners with California Education Partners and their CALLI initiative which also provides the district with literacy support by Dr. Nancy Akahvan and The New Teacher Project. Dr. Akahvan will provide coaching in shared and guided reading to teachers in grades TK-3 to support the sites' needs. Where the district does not have current partnerships, then the district provides the sites with support in identifying evidence-based supports. One area that was identified as an area for improvement was school culture. This year, Tranquillity Elementary School will partner with Learning for Living to improve the school environment for staff. Through research and support from the district, the school identified a need to partner with Learning for Living, which provides schools with building strong student and adult relationships to increase student achievement. The district provided support to the site to ensure that this connection increased the overall positive culture of the school site.

The guiding principle for site requested supports is simple: They must be accessible and they must have a proven track record of success in rural schools. The district has functioned as a facilitator, leaving the autonomy to the sites and their school site councils to make local determinations.

The district provided facilitation and support to sites in the analysis of resource allocation (i.e., funding, personnel, access to services, student supports, etc.) through an SPSA analysis retreat. In this retreat, sites were provided with the total number of resources provided to them, and assisted in analyzing whether the resources were aligned to the needs and the goals. Additionally, the district had sites compare the number of resources each site is getting. Although the goal is not equality but equity, the district strives to provide resources to sites as needed. For example, during the COVID-19 closure the need for hotspots and additional devices was a need for all sites. The district used real-time data gathered by the sites to ensure that every student had access to the internet and devices, and those were purchased and distributed. Another example was that one site was not receiving consistent health services; therefore, the health services were centralized and provided to the site. As sites identify needs through their CSI plans, then the district will continue to allocate resources, including funds, to support their CSI plans. The district will also use LEA level funds to support the three schools in literacy and math, which all three have identified as areas of need.

Monitoring and Evaluating Effectiveness

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

The district has established three layers of monitoring and evaluating the implementation of the CSI plan including the effectiveness of selected evidence-based interventions to improve student outcomes. The first layer is through the sites' development of annual goals and quarterly milestone targets. These are developed through the SPSA needs assessment. Each site develops 1-3 focused AIMs or SMART

Goals based on their needs assessment. Due to the current COVID-19 closures, new AIMs (targets and thresholds) were drafted to ensure that they are relevant to the current reality. These AIMs consist of timebound, measured, attainable outcomes. The AIMs are shared with our partners to provide feedback and refine them to ensure accuracy and relevance. Furthermore, leading indicators/measures are developed to measure progress throughout the year. These measures include:
(1) Helm Elementary School: Increasing student achievement in reading comprehension as measured by MAP
(2) San Joaquin Elementary School: Increase student achievement in math through teachers using focus standards in each grade-level
(3) Tranquillity Elementary School: Increase student attendance through focused interventions and supports.

In addition to the AIMs above, all schools are focused on attendance metrics which have been provided by AttendanceWorks, including, but not limited to:
(1) % of families with working contact information
(2) % of students/families with technology
(3) % of students/families reporting positive relationships with at least one adult in the school.
(4) % of students participating in learning opportunities at least 95% of the time.
(5) % of students missing 10% or more of the learning opportunities.

The second layer is through the sites' monthly meetings with their school site councils to review the month-to-month progress of their CSI plans. The presentations included current COVID-19 relevant data including: engagement, attendance, grades, and SEL wellness data. This data is provided to the stakeholders through their monthly presentations and posted online via school websites. The principals send in their monthly school site council presentations to provide with monitoring updates.

The third layer is in the quarterly cycles of continuous improvement. These involve site leaders sharing out their quarterly findings on the effectiveness of their CSI and SPSA plans including their selected evidence-based interventions. These quarterly CCI meetings include outside thought partners including: students, local, state and national partners, Fresno County Superintendent of Schools, etc. Through this quarterly process, site leaders are able to gather valuable feedback from others. At the end of the session, leaders map out next steps for the new quarter based on the CCI.

Through all three layers, the district utilizes the cycle of continuous improvement process to monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement. In addition, job-embedded professional learning is provided to staff through partnerships with UC Merced Center for Educational Partnerships, California Education Partners, Fresno County Superintendent of Schools, and Digital Promise. This professional learning is aligned to the site and district goals which were established during the needs assessment. The effectiveness of the professional learning is measured by surveys and classroom observations utilizing our Instructional Practice Guide.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Golden Plains Unified collaborated with all stakeholders at the site and district level to complete the 2022-2024 LCAP. Each school site presented an LCAP to parents, students, teachers, and classified staff often times at morning and afternoon meetings in order to accommodate stakeholder input. Sites reviewed school and district data for each of its goals, highlighting achievements and commenting on needs for improvement. Stakeholders were asked to provide input on what they were proud about and what they had concerns about. Site principals collected the input and at a meeting on April 16 with Fresno County shared out their findings. At administrative meetings, participants analyzed stakeholder input for trends or deep concerns and then used that input to write the LCAP. The LCAP was also presented at School Site Council (SSC) and English Learners Advisor Committee(ELAC) meetings as well as District Advisory Committees (DAC) and District English Learners Advisory Committees (ELAC).

Dates for stakeholder input meetings

Cantua Elementary
Parent: 4/31/21 AM
4/14/21 PM
Students: 4/13/21
Teachers: 4/12/21 AM
4/12/21 PM
Classified: 4/13/21 AM
4/13/21 PM

Helm Elementary
Parent: 4/7 ad 4/8/2021
Students: 4/8 and 4/9/21
Teachers: 4/12 ad 4/19/21
Classified: 4/13/21

San Joaquin Elementary
Parent: 4/22/21
Students: 4/23/21
Teachers: 2/22/21
Classified: 4/22/21

Tranquillity Elementary
Parents: 4/8 & 4/14/21
Students: 4/15/21

Teachers: 4/12 and 4/14/21
Classified: 4/12/21

Tranquillity High School
Parents: 4/8/21
Students: 4/13/21
Teachers: 4/12/21
Classified: 4/12/21

FCSS SELPA Meetings
9/15/2020
10/15/2020
11/12/2020
01/28/2021
2/17/2021
3/23/2021
4/15/2021
5/13/2021

6/9/2021 (Dr. Sharpe)

District Meetings
DELAC:
August 31, 2020
September 16 & 21, 2020
March 16, 2021
April 15, 2021. 2:00 PM & 5:00 PM
May 7, 2021 (A draft of the LCAP goals and actions were presented at this meetings for feedback. There was no feedback that required a written response from the superintendent).

DAC Meetings
August 31, 2020
September 16 & 21, 2020
March 16, 2021
April 15, 2021. 2:00 PM & 5:00 PM
May 7, 2021 (A draft of the LCAP goals and actions were presented at this meetings for feedback. There was no feedback that required a written response from the superintendent).

Bargaining Unit Meetings (Classified and Certificated)

May 6
May 18
June 3

Administration Meetings:
April 16, 2021
May 24, 2021

Date of Public Hearing: June 15, 2021
Public comment period: June 15 through June 22, 2021.
The public hearing posting will be posted on the GPUSD website, district office, San Joaquin Post Office, Westside Advance newspaper, and the Fresno Bee.
The public will have access to the LCAP online and in the district office.

Board Approval Date: June 22, 2021. Local indicators were presented in conjunction with the LCAP and the LEA budget was adopted at the same meeting as the LCAP approval.

A summary of the feedback provided by specific stakeholder groups.

(1) Academic Performance. Teacher, parents and staff were proud about the re-classification of English Learners. An increase in re-classified students indicates the district is reducing the number of long term English Learners. These students can take additional pathway courses or college preparation courses. The district provided chromebooks and hot spots for students, including buses fitted with WiFi. Teachers and staff were concerned that students are struggling on ELA & Math in all subgroups. Some parents and teachers voiced concerns that combination classes in elementary schools affects student learning negatively.
(2) Academic Engagement. The district, teachers, and parents are proud about providing social-emotional supports for students with counseling and psychologists.   Teacher/student relationships have improved because teachers are choosing to remain in Golden Plains. Students are proud that more clubs and CTE are offered at the high school. The district, teachers, staff, and parents are concerned that a large number of students are leaving the district.
(3) Climate and Conditions. The district is proud that it provided enough sanitation supplies, masks, shields and foggers to keep students and staff safe. Security cameras were replaced and upgraded at the high school. Parents are concerned about facility appearances. They wanted facilities to be upgraded, including refurbishment of the swimming pool. The condition of some desks and chairs is concerning as is the condition of classrooms.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

(1) Academic performance. To address concerns about students who struggle in ELA and Math in all subgroups, the district will provide additional staff to monitor student academic, attendance, and social progress. Site leadership and teachers will respond with appropriate

interventions to improve instruction and aide student learning. District leadership will monitor this cycle of continuous improvement throughout the school year and at quarterly meetings.

(2) Academic engagement. The district is very concerned about the number of students leaving the district. They will study the reasons for these departures and make necessary adjustments.

(3) Climate and Conditions. The 4th Goal was included to address the desire for improved facilities. Parents and students expressed concerns about the outdated and worn out condition of site facilities. In order to address these concerns, the district will modernize facilities to meet parent and student expectations and promote a sense of student pride and connectedness.

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth and achievement in English Language Arts and Mathematics; the number of English Learners attaining English Language Proficiency will increase.

An explanation of why the LEA has developed this goal.

The unduplicated students are some of the lowest performing in the LEA on state and local assessments. Dashboard results in ELA & Math show only 20% of students met or exceeded standards in ELA; Only 12% of students met or exceeded standards in Math. For that reason, the district will provide actions and services to increase student academic achievement on state and local assessments. Other services include providing a broad course of study and CTE pathways as well as providing highly qualified teachers and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. English Learner Progress (K-12)	42.6% students making progress toward language proficiency. (Dashboard 2019)				English Learner Progress will increase by 3% annually.
2. Graduation Rate (9-12)	2019-2020. Four-Year Graduation Rate: 91.1% English Learners: 79.5% (DataQuest 2020)				Increase Overall Graduation rate by 1%.annually and/or maintain (95% or higher) Increase English Learner Graduation rate by 3%.annually.
3. EAP % Pupils College/Career Ready (ELA)	English Language Arts/Literacy: 2018-2019 Standard Exceeded 7.69%				Increase 3% in English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-2019 Standard Met 27.88% (DataQuest 2019)				
4. SBAC Assessments 2021: English Language Arts	English Language Arts/Literacy: TBD once Dashboard results become available				TBD once Dashboard results become available
5. SBAC Assessments 2021: Mathematics	Mathematics: TBD once Dashboard results become available				TBD once Dashboard results become available
6. A-G % Pupils	A-G requirements met = 35.3% (DataQuest 2020)				Increase by 5% annually.
7. AP% Pupils 3 or higher	2019-2020 30 students took an AP exam. 80% of student scored a 3 or higher. (DataQuest 2020)				Maintain 80%
8. CTE Pathway Completion	Student Completers: 155 students (at least 1 pathway) Agriculture and Natural Resources: 2 Agriscience: 143 System Diagnostics, Service and Repair: 15 (CALPADS 2020)				Maintain student completers between 150-160 in all pathways.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9. Standards Implementation for all students and EL access to CCSS and ELD Standards	Implementation of Standards: 4.2 out of 5 or Full Implementation. (2019 Dashboard)				Increase .3% annually
10. Access to Broad Course of Study	Elementary Students enrolled in programs SEAL Classes TK-5: 662 Dual Immersion TK-3: 148 ERWC offered in 7-12: 749 Tranquillity High School Courses ROP/CTE: Agriculture and Natural Resources; Agriscience; System Diagnostics; Service and Repair. West Hills College/Dual Enrollment: 65 Electives: AP computers, 3D Art, Band, Mock Trial, Leadership, Spanish				Maintain these elementary programs SEALClasses TK-5 Dual Immersion TK-2 ERWC offered in 7-12 Maintain Tranquillity High School Broad Courses ROP-Maintain courses West Hills College/Dual Enrollment: Maintain courses Electives: Maintain courses
11. Percent of Students who met or exceeded Physical	Percent of Students who met or exceeded standards on the Physical Fitness Test				Physical Fitness-increase 5th: 6% annually 7th:10% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fitness Test 5th, 7th & 9th	for the 5th, 7th & 9th grade (greater than or equal to 4 of 6 fitness standards). 2018-2019 5th: 47% 7th: 38% 9th: 50% Due to Covid-19 school closure, no Physical Fitness data from the 19-20 school year is available. (2019 DataQuest)				9th: 6% annually
12. Standards Aligned Instructional Materials	2019-2020 Williams FIT Report Maintain No Insufficiencies of materials.				Williams FIT Report Maintain No insufficiencies of materials
13. EL Reclassification Rate	3.1% Reclassification (DataQuest 2020-2021)				Increase 2% annually
14. EAP% Pupils College/Career Ready (Math)	Mathematics 2018-2019 Standard Exceeded .96% 2018-2019 Standard Met 7.69% CAASPP 2019)				Increase 3% annually
15. Highly Qualified Teachers	Fully Credentialed: 64 of 77 or 83%				Fully Credentialed teachers: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Teaching outside Subject Area of Competence: 0 (2020 SARC) (The number of fully credentialed teachers was reduced due to a re-interpretation of this metric. Teachers with emergency credentials will no longer being included as fully credentialed)				Teaching outside Subject Area of Competence: 0
16. NWEA MAPS ELA	Golden Plains National Average Kinder 141.8 146.28 1st 152.2 170.18 2nd 159.8 181.20 3rd 180.3 193.90 4th 183.2 202.50 5th 185.9 209.12 6th 190.6 213.81 7th 204.5 217.09 8th 200.4 220.52 9th 213.8 220.52				Maintain or Increase 2% annually depending on grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10th 217.5 222.91 11th 222.3 223.85 (NWEA MAPS 2021. This metric will be discontinued after 2020-21)				
17. NWEA MAPS MATH	Golden Plains National Average Kinder 144.4 150.13 1st 158.1 152.2 2nd 165.7 184.07 3rd 185.5 180.3 4th 187.5 206.05 5th 195.1 214.70 6th 198.2 219.56 7th 206.9 228.12 8th 209.2 228.12 9th 220.22 228.67 10th 224.9 231.21 11th 234.5 233.49				Maintain or Increase 2% annually depending on grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(NWEA MAPS 2021. This metric will be discontinued after 2020-21)				
18. Students who completed both a CTE pathway and A-G requirement	2017-2018: 13 students (13/25 A-G met. 52% 2018-2019: 27 students (27/31 A-G met. 87%) 2019-2020: 27 students (27/36 A-G met. 75%)				Maintain 60% of students who fulfill a-g requirement also completing a CTE pathway.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Books and Supplies	Provide new adoption materials for grade-levels specified by the adoption committees. Continue to provide books, supplies, services and capital outlay. Provide Common Core State Standard(CCSS) and English Language Development (ELD) Standards aligned curriculum which is highly engaging and meets the needs of all unduplicated students.	$300,000.00	No
2	Literacy Support	The unduplicated students in the LEA demonstrate low literacy on state and local assessments. To meet this need the LEA will continue to implement district initiatives such as ERWC, SEAL, CALLI, NPDL, and Number Talks. Implementation includes refining instructional practices; data-analysis in Professional Learning Communities(PLCs); and the purchase and	$896,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		use of materials and supplies in order to meet the needs of unduplicated students. The LEA will continue to implement PLCs in order to improve writing across all content areas for English Learners and Special Education English Learners. In addition, the LEA will continue to provide substitutes for teachers, extra time for assessments (administering and scoring), data entry, and professional development. The LEA will maintain an academic coach to support teachers in grade levels TK-12, as those teachers implement the CCSS, ELD Standards, and the Next Generation Science Standards (NGSS). Special education teachers will continue to participate in the SEAL professional development with teachers in grades 2-6. The LEA will provide professional development for teachers in the form of conferences and other forums. Teachers will be provided substitutes or extra time for unit planning and other academic services. All paraprofessionals will be provided professional development to accelerate Language and Literacy across all content areas. PD will include conferences. This action supports EL Literacy by building capacity in teachers and staff to deliver appropriate instruction and support for English Learners; the action also provides guidance and direction for instructors and staff to support English Learner language development. Through these actions, unduplicated students will see an increase on state and local assessments. Collaborating in PLCs to compose formative writing assessments and score those assessments is a critical strategy to improve student writing across all content areas. This action is justified because ELs have increased 12 points on their SBAC ELA exams since 2018.		

Action #	Title	Description	Total Funds	Contributing
3	Monitor Student Formative and Summative Achievement.	Continue to monitor progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP Interim Assessments (CAASPP Portal) and state assessments (SBAC, CAA, and CAST). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data. Focus on developing Early Warning Systems through the current School Information System (SIS) to quickly identify students who are falling behind academically and/or social emotionally, including homeless students.	$50,000.00	No
4	Certificated and Classified Staff.	Certificated and classified staff provide instruction and support for day-to-day operations. This action includes Salaries and benefits.	$9,910,002.00	No
5	Lower Class Size	The unduplicated students are some of the lowest performing students at Golden Plains on state and local assessments. To meet their needs, the LEA will implement a smaller teacher to pupil ratio which allows for increased meaningful individualized instructional interaction. The LEA will maintain staffing for lower class sizes at the 4-8 grade levels and those 9-12 departments (English Language Arts, English Language Development, and Mathematics) in which multiple "formative assessments" are needed to facilitate increased language and literacy across all content areas. Providing individualized supports for unduplicated students in a smaller class setting will allow for increased student learning in ELA and Math by increasing scaffolds for students, language supports, and just in time instruction to fill learning gaps. Smaller class sizes will lead to an increase in student achievement on state and local assessments.	$992,724.00	Yes
6	Recruiting and Retaining Highly Qualified Staff	The unduplicated students are some of the lowest performing in the LEA on state and local assessments.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To meet this need the LEA will continue to attend recruitment fairs to hire and retain properly credentialed staff. In addition the LEA will train Golden Plains Unified staff, i.e. teachers, coaches, and administrators to message and attract highly qualified candidates to our district. Qualified teachers are trained to provide best first teaching which should result in achievement for unduplicated students on state and local assessments. Recruitment is necessary because it is difficult to attract and retain qualified staff in a small rural district. Recruiting teachers through job fairs and positive messaging has led to the hiring of many valuable teaching candidates with great subject area education and experience. Since the beginning of the last LCAP, our percentage of highly qualified teachers has increased.		
7	English Learner Program	English Learners are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will fully implement a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and which leverages technology for all English Learners through Designated and Integrated ELD. The LEA will continue to implement Sobrato Early Academic Language (SEAL) for grades TK-6 to help prevent English Learners becoming Long-Term English Learners. Students in grades 7-12 will receive Designated-ELD instruction in 30-40 minute blocks of time on a daily basis. The LEA will provide English Learners enrichment field trips aligned to SEAL and ERWC units of study, providing them with a real world learning experience to develop and practice language development. The LEA will provide staff professional development on monitoring the English Learner Program through Aeries and other data programs.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The LEA will monitor and refine Reclassification Criteria for English Learner students. Through these actions, the English Learners will see an increase on state and local assessments. This continuing action is justified because EL literacy scores are increasing.		
8	MTSS	The unduplicated students are some of the lowest performing in the LEA on state and local assessments due to social emotional and behavior issues. To meet this need the LEA will continue to implement and refine Multi-Tiered System of Supports (MTSS). MTSS includes Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for students, especially English Learners, Special Education students, and Foster Youth. These programs address the social emotional needs of students and offer alternative methods to suspension. The LEA will continue to provide supplemental curriculum, materials, supplies for these programs. The LEA will also provide teachers and paraprofessionals the professional development, so they can employ the student monitoring system; the LEA will budget for substitute teachers, as well as and extra time for instructional and support staff to provide direct services, analyze data and identify next steps. Students who are absent due to suspensions and/or social emotional issues do not do well on state assessments for achievement. MTSS focuses on meeting unduplicated student needs by guiding them to become active participants in their education. Students are taught to set goals and how to build positive habits.	$360,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Through MTSS strategies and practices, student academic achieve will increase on state tests. This action is justified because suspension rates decreased during the 2019-2020 school year prior to district closure due to COVID-19 on March 13, 2020.		
9	ELPAC Training.	The LEA will continue to provide ELPAC training for all TK-12 certificated teachers, TK-12 paraprofessionals, site and district administrators to increase English Learner Progress Indicator. The LEA will continue to implement PLCs in order to improve writing across all content areas for English Learners and Special Education English Learners. The LEA will continue to provide substitutes for teachers, extra time for assessments (administering and scoring), data entry, and professional development.	$365,511.00	No
10	21St Century Skills, Google & Technology Integration.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will provide 21st century learning strategies and skills to both classified and certificated staff. 21st Century learning strategies and skills include the Google Platform (Google Docs, Google Classroom, Google forms and sites). Staff will employ the Google platform to enhance student through learning outcomes relevant to the world students will face in the future. The LEA will update and replace, technology, for example Chrome book carts, computers, Chrome book management systems, high-speed internet with Comcast, wireless access and security in all settings. In addition Golden Plains will restructure the technology department to assist with embedding technology in lesson design, lesson delivery and student demonstration of learning.	$605,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A 21st Century educational experience will prepare students for the rigorous demands of the 21st Century, and will lead to an increase in student academic achievement. In order to justify 21st Century Skills as a continuing action, the LEA will provide internet options for outlying areas including the increased wireless internet to the rural communities of Helm and Cantua Creek. With this service, the LEA expects to see unduplicated students increase performance on state and local assessments.		
11	Enrichment, CTE, STEAM.	Unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will develop and maintain accelerated and enriching learning opportunities for students to meet and exceed grade level standards on their path toward graduation. Opportunities include CTE and STEAM pathways, Seal of Biliteracy, Honors AP Courses, and Dual Enrollment. Math I in 8th grade; increased Advanced Placement and concurrent enrollment programs with West Hills Coalinga, and coding. The LEA will continue to research and develop its CTE curriculum to include courses in which there is a high demand of employment after graduation. The Special Education completion track provides Special Education students the opportunity to earn certification and develop life skills needed for job opportunities. The LEA will continue to implement the Engineering Is Elementary (EIE) curriculum during summer school (STEAM Summer Academy) for grades TK-8 and during the school year in two sessions for English Learners in grades TK-8 on Saturdays. The LEA will Refine NPDL Projects during the school year in grades 4-12. These actions and programs will promote increased student learning through opportunities that are relevant to students' lives, motivating them to complete educational pathways and challenge themselves,	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Through these actions the unduplicated students will see an increase on state and local assessments. In order to justify enrichment, CTE, and STEAM as a continuing action, the LEA will enhance the Agriculture Pathway to include ag projects (floral, research, horticulture). The action has been expanded to include more agricultural pathway opportunities such as floral, research, and horticulture. Through these additional elements, the LEA expects to see the unduplicated students improve on state and local assessments.		
12	Special Education	Continue staffing for Special Day Class (SDC) at Tranquillity High School, mild to moderate students who are on a Certificate of Completion track that require Independent Living Skills. Refine and monitor Adult transition program for students 18-22, who have graduated with a Certificate of Completion to maintain compliance with Special Education Law.	$1,400,902.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increase positive school climate with all stakeholders.

An explanation of why the LEA has developed this goal.

Attendance and Suspension rates are effective indicators of why students struggle academically. Students who are not present in class do not get access to the actions and services the district provides. For that reason, the district will provide actions and services to increase student attendance and lower student suspension. Such services include monitoring absences and providing counseling and incentives. Other services include training staff in alternatives to suspension. In addition, maintaining facilities instill pride in students and the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Attendance Rate	Attendance Rate 2019-2020 92.92% (ADA reported to state)				Increase attendance rate by 1% annually..
2. Chronic Absenteeism	Chronic Absenteeism 2018-2019 17.7 (DataQuest 2019)				Decrease Chronic absenteeism by 3% annually.
3. Suspension Rate	Suspension Rate 2019-2020 5.6% (DataQuest 2020)				Decrease suspension rate by 1% annually.
4. Middle School Dropout Rate	Middle School Dropout Rate 2019-2020: 0%. (CALPADS 2019-2020)				Maintain Middle School dropout rate at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. High School Dropout Rate	High School Drop out Rate 2019-2020 - 7.1%. (DataQuest 2020)				Maintain 7.1% or less Dropout Rate
6. Expulsion Rate	Expulsion Rate 2019 - 2020 0.06% (DataQuest 2020)				0%
7. Sense of Safety & School Connectedness	2018-2019 Local Climate Survey (WE Survey) Rigor:93% Relevance: 88% Relationships: 77% WE Survey will be discontinued.				WI Survey will be discontinued
8. Sense of Safety & School Connectedness	Baseline will be established in the 2021-2022 school year for the California Healthy Kids Survey				TBD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Chronic Absence Programs and Incentives	Foster/HL, Low Income, SPED students have high chronic absenteeism. The unduplicated students are some of the lowest performing in the LEA on state and local assessments. Unduplicated students who are chronically absent need guidance and direction and incentives to improve attendance.	$294,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To meet this need the LEA will maintain site-level attendance committees. The LEA will use MTSS at each site and district to regularly review school attendance rates and create action plans to reduce truancy levels, especially among Homeless/Foster Youth (i.e. monthly meetings at school sites and quarterly meetings district-wide). The LEA will continue to contract with FCOE and Truancy Intervention Program (TIP). The LEA will provide support staff, materials, supplies, in order to educate students and families about the benefits of good attendance. Each site will use attendance incentives to increase attendance rates. To justify the use of these programs and incentives, the LEA analyzed why GPUSD chronic absenteeism did not improve. The LEA expects these programs and incentives to improve high chronic absence and low academic achievement when practiced with fidelity. In the schools that followed these practices with fidelity, chronic absenteeism declined. GPUSD Chronic Absenteesm Rates: 8/12/2019 - 03/13/2020 District-wide: 24.2% THS: 27.76% CES: 8% HES: 29.73 SJES: 26.66% TES: 14.87% RDR: 83.33% (Aeries 2021) Therefore the district will continue this action and monitor all sites in order to ensure chronic absenteeism declines at all sites. (The above data is from an Aeries query for 8/12/2019-3/13/2020 by Cristina Covarrubia GPUSD District Office).		

Action #	Title	Description	Total Funds	Contributing
2	CTE Technology and Supplemental Material.	Foster/HL, Low Income, SPED students have high chronic absenteeism and low attendance. In addition, the unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to purchase equipment and materials to adequately equip high school classrooms to facilitate Career and Technical Education (CTE) for students, including supplemental transition materials for Special Education students. The unduplicated students, who need more encouragement to pursue academics, will be provided opportunities to follow career pathways that lead to jobs and a better life. These pathways are connected to the CCSS and will provide students access to a quality education. Students will feel school connectedness through updated and adequately supported CTE equipment as they continue along career pathways. With these actions, student chronic absence and low attendance will improve as will academic achievement. THS: 2018-2019 AD absent 12. 2017-2018 AD Absent 14 THS decreased average days absence by 2 students overall and among unduplicated students: Low Income: (2018) 14 to 12 (2019) Homeless (2018) 15 to 12 (2019)	$150,000.00	Yes
3	Counselors for elementary schools and RDR.	Foster/HL, Low Income, SPED students have high chronic absenteeism and suspension rates as well as low attendance. To meet this need the LEA will provide behavior supports. The LEA will retain certificated school counselors to monitor student academic	$275,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and social progress for Helm/RDR, Cantua, Tranquillity, and San Joaquin Elementary. Counselors will use local, state, and formative assessment data to monitor student achievement and graduation levels and guide students toward College, Career, and Civic Life in grades TK-8 and RDR. Counselors provide guidance to students at Rio Del Rey, the GPUSD continuation school. Through setting goals and identifying college and career paths, students at RDR can either graduate with a diploma or return to Tranquillity High School. Counselors will also provide social emotional support to students by connecting students and parents to a vast array of additional counseling services such as All4Youth and suicide prevention. The purpose is to establish and develop a sense of connectedness among students. Through these actions the unduplicated students will see an increase attendance and an improvement in chronic absenteeism and suspensions. In fact, GPUSD suspension rates are getting better, and counselors have helped RDR students transfer back to high school		
4	Enrichment Activities	Low income and foster youth have fewer opportunities to participate in enrichment activities. Enrichment activities provide an incentive to attend school. The LEA provides enrichment activities such as creativity programs, drama, the arts and athletics. We will analyze baseline data for school climate and culture using a researched based survey, i.e. LCAP Stakeholder survey and the Healthy Kids Survey. Through these actions, students will demonstrate an Increase school connectedness, and attendance will increase.	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to justify enrichment activities as a continuing action, the LEA will monitor participation in these activities. The LEA will also survey students regarding the activities offered and their effectiveness. The LEA expects to see student attendance and chronic absenteeism improve at schools that increase participation in enrichment and other activities.		
5	Positive School Climate/Campus Monitors.	Foster/HL, Low Income, and SPED students have high chronic absenteeism and suspension rates as well as low attendance. The unduplicated students are some of the lowest performing students and will benefit from a stable and safe learning environment. In order to maintain a safe and positive school climate we will retain two campus monitor positions at THS. We will also retain five non-instructional/yard duty aides for K-8 and continuation high schools. The LEA will provide Positive Behavior Intervention System(PBIS) Training for all campus supervisors and non-instructional yard monitors as well as provide, update and replace security/safety materials. The LEA will train certificated and classified staff to implement Michael Fullan's New Pedagogies for Deeper Leaning (NPDL) including the 6C's which include (1) Character; (2) Citizenship; (3) Collaboration; (4) Communication; (5) Creativity; (6) Critical Thinking. Fullan's NPDL & 6C's transforms schools and provides students opportunities to become 21st Century learners. Through these actions, the LEA will create a sense of safety among students and lower the suspension rate because staff will be trained to be proactive rather than reactive. They will guide students to make better choices, and initiate incentives for good behavior. Suspension rates are improving in GPUSD, and additional supervision is key to maintaining safe schools and reducing and improving suspension rates. The continuation of additional support will help	$211,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improve school climate, culture, lower suspension rates and increase student performance. Students who feel safe on campus have the likelihood of performing better academically.		
6	Social Emotional and Behavioral Support	The unduplicated students have some of the highest suspension and chronic absence rates, reflecting the need for a sense of school connectedness.

To meet this need the LEA will continue to provide professional development and support for Positive Behavior Intervention Supports (PBIS) within the MTSS program. Such support will include New Pedagogies for Deeper Learning (NPDL) 6 C's (Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character) in order to provide a safe and positive school climate.

The LEA will refine Safe School Ambassadors Program at K-8 elementary schools.

Second Step will be used for implementing anti-bullying training for staff, students, and parents.

These programs will build a sense of school connectedness within our unduplicated students.

The use of these programs has coincided with a reduced suspension rate among the unduplicated during the 2019-2020 school year prior to COVID 19 closing schools, and we expect with the continued implementation of this action those positive results to continue. | $148,093.00 | Yes |
| 7 | Transportation home to school. | District will continue to provide home to school transportation within the transportation boundaries for students to school related events. | $1,304,403.00 | No |

Action #	Title	Description	Total Funds	Contributing
8	District Attendance/Foster Youth/Homeless Liaison Supportrts	Foster/HL, Low Income, SPED students have high chronic absenteeism which leads to underperformance on state and local assessments. Research indicates that with clear expectations, a clear process, and early intervention, students are less likely to be chronically absent (k12dive.com). This action partially funds one District Liaison to support our students who have attendance issues. Beginning with the 2021-2022 school year, additional responsibilities will be added to the attendance/foster youth homeless district liaison position. If the additional responsibilities prove too difficult for the DL, then GPUSD will determine if additional personnel must be hired or reassigned to these responsibilities. The District Liaison (DL) will meet with site attendance committees and document weekly. The DL will conduct district-wide meetings (Present findings--Board Meetings) The DL will monitor whether school sites are providing interventions. (Tier 1: Immediate letters and calls, documentation; Tier 2: Home visits TIP Officer; Tier 3: SART & SARB hearings) With increased monitoring of the attendance of our unduplicated students, they are more likely to attend school. Therefore we will see an improvement in chronic absenteeism. To justify the use of the District Liaison (DL), the LEA analyzed why GPUSD chronic absenteeism did not improve. The LEA expects the DL to improve high chronic absence and low academic achievement by meeting with attendance committees and ensuring that students receive the requisite supports. In the schools that followed these practices with fidelity, chronic absenteeism declined. GPUSD Chronic Absenteeism Rates:8/12/2019 - 03/13/2020 District-wide: 24.2% THS: 27.76% CES: 8% HES: 29.73	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SJES: 26.66% TES: 14.87% RDR: 83.33% (Aeries 2021) Therefore the district will continue this action and monitor all sites in order to ensure chronic absenteeism declines at all sites. (The above data is from an Aeries query for 8/12/2019-3/13/2020 by Cristina Covarrubia GPUSD District Office).		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Increase stakeholder involvement with school, district, and community. Plan and implement more parent educational opportunities.

An explanation of why the LEA has developed this goal.
Golden Plains has established and maintained School Site Councils and English Learner Advisory Committees at both the site and district level in order to provide stakeholders information about the services, actions, and funds, used to promote the academic and linguistic achievement of their children; inform them about the actions, services, and funds used to academically engage their children by lowering the chronic absence and suspension rate; inform them about how they can become educated to help themselves and their children to enjoy a healthy and fiscally stable life as well as how a safe and attractive school site is maintained and enhanced. Parent and community engagement is critical to a string school culture. At SSC and ELAC meetings, stakeholders can also provide input regarding the success and challenges the district faces.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Parent & Family Engagement. Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation (Four out of five). 2019 Dashboard				Maintain full implementation
2. Percentage of parents participating Parent/teacher conference Open house Back-to-School Night	Percentage of parents participating Parent/teacher conference: 83% Open House: 38% Back-to-School Night: 32% 2018-2019 Local Data				Parent/Teacher conference: increase 1% a year. Back-to-School Night: increase 2% annually Open House: Increase 2% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Number of Parent Programs offered	Number of Parent Programs offered. 2018-2019 Project 2inspire, ELS, GED, Citizenship, and computer classes.				Maintain 5 programs
4. Number of parents participating in programs	Number of parents participating 2020-2021: 30 Parent program participation = Adult classes (ELS, GED, Citizenship, Computer (30). Project 2INSPIRE.0				Increase participation by 33 parents annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Translators	Continue to provide interpreter and translator services for district-wide activities, school functions, and parent meetings. Continue to train and certify school site and district interpreters and translators through FCOE or other agency. Monitor process for designated list of qualified interpreters and translators for school sites/district.	$40,000.00	No
2	Parent Communication.	The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. Parents have	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		difficulties supporting students with school work, improving student attendance including chronic attendance, and encouraging their children to be actively engaged in school activities. Increasing (in addition to Title I funds) district and site parent communication and involvement in district-wide activities will help students improve academically. Such communication includes parent News Letters, Blackboard Connect, School Calendar, School Marque, and district/school websites. he LEA will Improve accessibility to websites, grading, and attendance systems. The LEA will increase parents' knowledge about the language(academic and social) and culture of the school so that parents can support their children with vital information about high quality educational options at all school sites. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed. The number of parents participating has risen in recent years at the site level. These actions have shown an increase in parent participation from 221 parents (2016) to 260 parents (2019). We expect that this action will continue to show an increase in parent participation.		
3	Parent Education & Support.	The unduplicated students in Golden Plains have lower levels of parent education because of this, these students struggle with barriers between home life and language and school. The LEA will provide (in addition to Title I funds) parent educational services and English classes, and fulfill parent education contracts; provide materials, supplies, supplemental staff hours and childcare. Instead of an adult coordinator, a site principal will provide support for	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents, so that parents can assist with the full implementation of the district core instructional program. The LEA will provide additional parent/community educational opportunities, e.g. computer courses, GED, Citizenship, etc. The LEA provides these supports to parents, so that they are better informed and equipped to help their children succeed. Parent education also lowers the barriers between home and school, allowing students to bridge the gap between home life and school life (John Hattie, p 63. Visible Learning. Routledge: 2009). These actions have shown an increase in parent participation from 221 parents (2016) to 260 parents (2019). We expect that this action will continue to show an increase in parent participation.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	GPUSD will provide well maintained and aesthetically pleasing school sites. GPUSD will build exemplary school and district facilities.

An explanation of why the LEA has developed this goal.

GPUSD is addressing parent input for well-maintained and beautiful school sites.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained (FIT)	Facilities Maintained (FIT) MET Maintain 100% of schools rated at "overall Facility Conditions - Good." (2020-2021)				Maintain 100% of schools rated as "Overall Facility Conditions – Good."

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facility Maintenance.	On-going facility maintenance and repairs	$1,006,166.00	No
2	Improvement of Educational Facilities	Parent, teacher, and student feedback along with the College and Career Indicator show a need to increase access and improve the quality of the CTE courses and pathways to ensure students are prepared for college and career. The modernization of classrooms will provide the structure and resources that are needed to allow students to engage in meaningful 21st century learning activities and support the expansion of the CTE and A-G opportunities for students. None of the work being done is considered routine maintenance. The high	$590,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school currently functions poorly in meeting the needs of unduplicated students because the existing permanent classrooms are outdated due to the instructional configurations and infrastructure. The LEA will modernize the facilities to support student engagement and enrichment and provide enhancements to the Patience Care and Agriculture Pathway including the updating of the farm infrastructure and classroom labs. The modernized and expanded facilities allow students to engage in learning and innovation skills and gain opportunities for new CTE pathways that allow students to increase their preparedness for college and career. Through the above action, unduplicated students will see an increase as noted by CTE pathway completers and the College and Career Indicator.		
3	Enhance Classroom Educational Environment	The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. These students have a need for increased connectedness to the school based on data from the WE survey. The LEA will provide improvements to classrooms to create a positive school environment. Such improvements include upgrading classroom settings to include technology integration and flexible learning environments to create classrooms that allow for collaboration, fostering communication, learning, and critical thinking. Stakeholder feedback was clear that this is an urgent need so this action was designed to help create a positive school environment which will instill a sense of pride and excitement for our students and staff, and increase school connectedness in order to increase academic achievement among our unduplicated students.	$327,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
40.76%	5,559,906

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Using the calculation tool provided by the state, Golden Plains Unified School District has calculated that it will receive $5,559,906 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions, & Services of this plan. The contributing actions are:

Goal 1. Action 2. Literacy Support.

Goal 1. Action 5. Lower Class Size

Goal 1. Action 6. Recruiting & Retaining Highly Qualified Staff

Goal 1. Action 7. English Learner Program

Goal 1. Action 8. MTSS

Goal 1. Action 10. 21st Century Skills, Google & Technology Integration

Goal 1. Action 11. Enrichment, CTE, STEAM

Goal 2. Action 1. Chronic Absenteeism

Goal 2. Action 2. CTE Technology and Supplemental Material

Goal 2. Action 3. Counselors for Elementary Schools and RDR

Goal 2. Action 4. Enrichment Activities

Goal 2. Action 5. Positive School Climate/Campus Monitoring

Goal 2. Action 6. Social Emotional/Behavioral Support

Goal 2. Action 8. District Attendance, Foster Youth, Homeless Liaison Support

Goal 3. Action 2. Parent Communication and Planners

Goal 3. Action 3. Parent Education and Support

Goal 4. Action 2. Construction and Modernization

Goal 4. Action 3. Beautification and Educational Facilities

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Golden Plains Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated

student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive $5,559,906 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 40.76%. Our LEA has demonstrated that it has met the 40.76% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$19,936,890.00				$19,936,890.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$13,634,597.00	$6,302,293.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Books and Supplies	$300,000.00				$300,000.00
1	2	English Foster Youth Low Income	Literacy Support	$896,589.00				$896,589.00
1	3	All Students with Disabilities	Monitor Student Formative and Summative Achievement.	$50,000.00				$50,000.00
1	4	All Students with Disabilities	Certificated and Classified Staff.	$9,910,002.00				$9,910,002.00
1	5	English Foster Youth Low Income	Lower Class Size	$992,724.00				$992,724.00
1	6	English Foster Youth Low Income	Recruiting and Retaining Highly Qualified Staff	$15,000.00				$15,000.00
1	7	English Foster Youth Low Income	English Learner Program	$160,000.00				$160,000.00
1	8	English Foster Youth Low Income	MTSS	$360,000.00				$360,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	All Students with Disabilities	ELPAC Training.	$365,511.00				$365,511.00
1	10	English Foster Youth Low Income	21St Century Skills, Google & Technology Integration.	$605,500.00				$605,500.00
1	11	English Foster Youth Low Income	Enrichment, CTE, STEAM.	$300,000.00				$300,000.00
1	12	Students with Disabilities	Special Education	$1,400,902.00				$1,400,902.00
2	1	English Foster Youth Low Income	Chronic Absence Programs and Incentives	$294,000.00				$294,000.00
2	2	English Foster Youth Low Income	CTE Technology and Supplemental Material.	$150,000.00				$150,000.00
2	3	English Foster Youth Low Income	Counselors for elementary schools and RDR.	$275,000.00				$275,000.00
2	4	English Foster Youth Low Income	Enrichment Activities	$125,000.00				$125,000.00
2	5	English Foster Youth Low Income	Positive School Climate/Campus Monitors.	$211,000.00				$211,000.00
2	6	English Foster Youth Low Income	Social Emotional and Behavioral Support	$148,093.00				$148,093.00
2	7	All Students with Disabilities	Transportation home to school.	$1,304,403.00				$1,304,403.00
2	8	English Foster Youth Low Income	District Attendance/Foster Youth/Homeless Liaison Supportrts	$20,000.00				$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All Students with Disabilities	Translators	$40,000.00				$40,000.00
3	2	English Foster Youth Low Income	Parent Communication.	$40,000.00				$40,000.00
3	3	English Foster Youth Low Income	Parent Education & Support.	$50,000.00				$50,000.00
4	1	All Students with Disabilities	Facility Maintenance.	$1,006,166.00				$1,006,166.00
4	2	English Foster Youth Low Income	Improvement of Educational Facilities	$590,000.00				$590,000.00
4	3	English Foster Youth Low Income	Enhance Classroom Educational Environment	$327,000.00				$327,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,559,906.00	$5,559,906.00
LEA-wide Total:	$5,559,906.00	$5,559,906.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Literacy Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$896,589.00	$896,589.00
1	5	Lower Class Size	LEA-wide	English Learners Foster Youth Low Income	All Schools	$992,724.00	$992,724.00
1	6	Recruiting and Retaining Highly Qualified Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
1	7	English Learner Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	$160,000.00
1	8	MTSS	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,000.00	$360,000.00
1	10	21St Century Skills, Google & Technology Integration.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$605,500.00	$605,500.00
1	11	Enrichment, CTE, STEAM.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	$300,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Chronic Absence Programs and Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	$294,000.00	$294,000.00
2	2	CTE Technology and Supplemental Material.	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Tranquillity High School	$150,000.00	$150,000.00
2	3	Counselors for elementary schools and RDR.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275,000.00	$275,000.00
2	4	Enrichment Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	$125,000.00
2	5	Positive School Climate/Campus Monitors.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$211,000.00	$211,000.00
2	6	Social Emotional and Behavioral Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,093.00	$148,093.00
2	8	District Attendance/Foster Youth/Homeless Liaison Supportrts	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
3	2	Parent Communication.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
3	3	Parent Education & Support.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
4	2	Improvement of Educational Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$590,000.00	$590,000.00
4	3	Enhance Classroom Educational Environment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$327,000.00	$327,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

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

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose
Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

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

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

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

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

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

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