

Local Control & Accountability Plan Summary

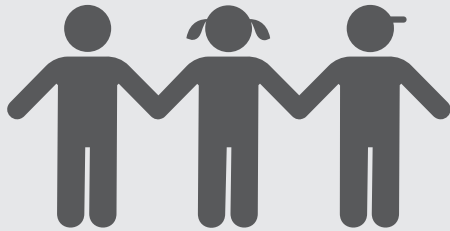
2022-23

Golden Unified School District

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DISTRICT STORY



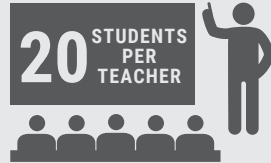
1,286 TK-8th grade STUDENTS



2 SCHOOL SITES



143 EMPLOYEES



20 STUDENTS PER TEACHER

STUDENT ETHNICITY

Hispanic – 96%

White – 2%
Other – 2%

STUDENT GROUPS

86%
Low Income

52%
English Learners

<1%
Foster Youth

91%
High Need

District Mission

To provide each student the academic, social, and technological skills that will prepare them for a successful high school experience.



District Vision

Assist our students in becoming independent thinkers, lifelong learners, college & career oriented, and responsible, productive members of society.

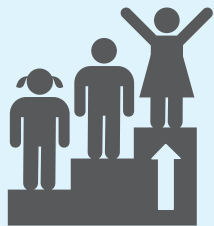


Focus on the Whole Child

In addition to meeting the academic and social-emotional needs of students, GUSD offers many enrichment opportunities, including a year-round sports league, afterschool programs, and career exploration classes.



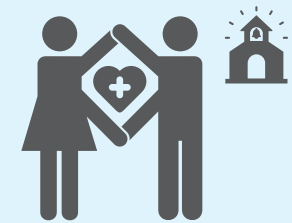
LCAP HIGHLIGHTS



Academic Achievement



High-Quality Education



Warm, Welcoming Learning Environments

GOAL

#1

Highlighted Actions & Expenditures

1.5 - Offer supplemental programs & services to support core instruction.	\$198,596
1.7 - Provide extended learning opportunities, including Extended Summer Learning.	\$100,000

GOAL

#2

Highlighted Actions & Expenditures

2.2 - Provide support related to positive behavior, discipline, & attendance.	\$410,589
2.4 - Provide IT services, devices, supplies/equipment and personnel.	\$816,715

GOAL

#3

Highlighted Actions & Expenditures

3.2 - Provide & support social emotional wellness for students, staff, & families.	\$13,154
3.4 - Extend Learning partnerships to promote expanded enrichment opportunities.	\$1,739,050



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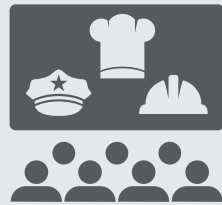
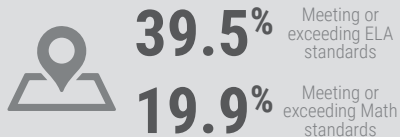


REFLECTION: SUCCESSES



Reclassified English Learner Achievement

Indicator: CAASPP



Enrollment in CTE Courses

Indicator: Local Metric



Planned Actions to Maintain Progress:

- 1.2** - Provide professional development in the California English language development (ELD) standards and ELA/ELD instructional framework, as well as additional supports for bilingual programs, Newcomer English Learners, Migrant Education students and Long-Term English Learners.
- 2.1** - Employ additional leadership personnel to provide focused support to programs, staff, and services directly related to student success.
- 3.2** - Provide support and assistance through the use of Community Engagement Personnel, including Outreach Consultants, Community Liaisons and Family Support Agency Counselors.
- 3.4** - Promote expanded enrichment and special programming opportunities for students (ASES, AVID, After School athletics and student activities, visual and performing arts integration, Career Technical Education (CTE), etc.).

REFLECTION: IDENTIFIED NEEDS



Overall ELA Performance

Indicator: CAASPP



Overall Math Performance

Indicator: CAASPP



Planned Actions to Address Needs:

- 1.1** - Ensure access to grade level content area standards and learning expectations by the thorough implementation of adopted core Language Arts, Mathematics, History-Social Studies, and Science programs.
- 1.3** - Employ additional instructional personnel to provide cohesion and continuity of instructional support systems and allow for increased certificated data teaming and collaboration times.
- 1.7** - Offer before and after school learning programs, academic tutoring, and an Extended Summer Learning Program to afford additional opportunities for social, emotional, linguistic, and academic development beyond the instructional day.
- 1.9** - Hire additional Certificated staff for Learning Loss Mitigation/Class Size Reduction to support the ongoing transition from COVID-related distance learning times to our in-person setting.

