



LCFF Budget Overview for Parents

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

CDS Code: 20755800000000

School Year: 2024-25

LEA contact information:

Chris Imperatrice

Assistant Superintendent

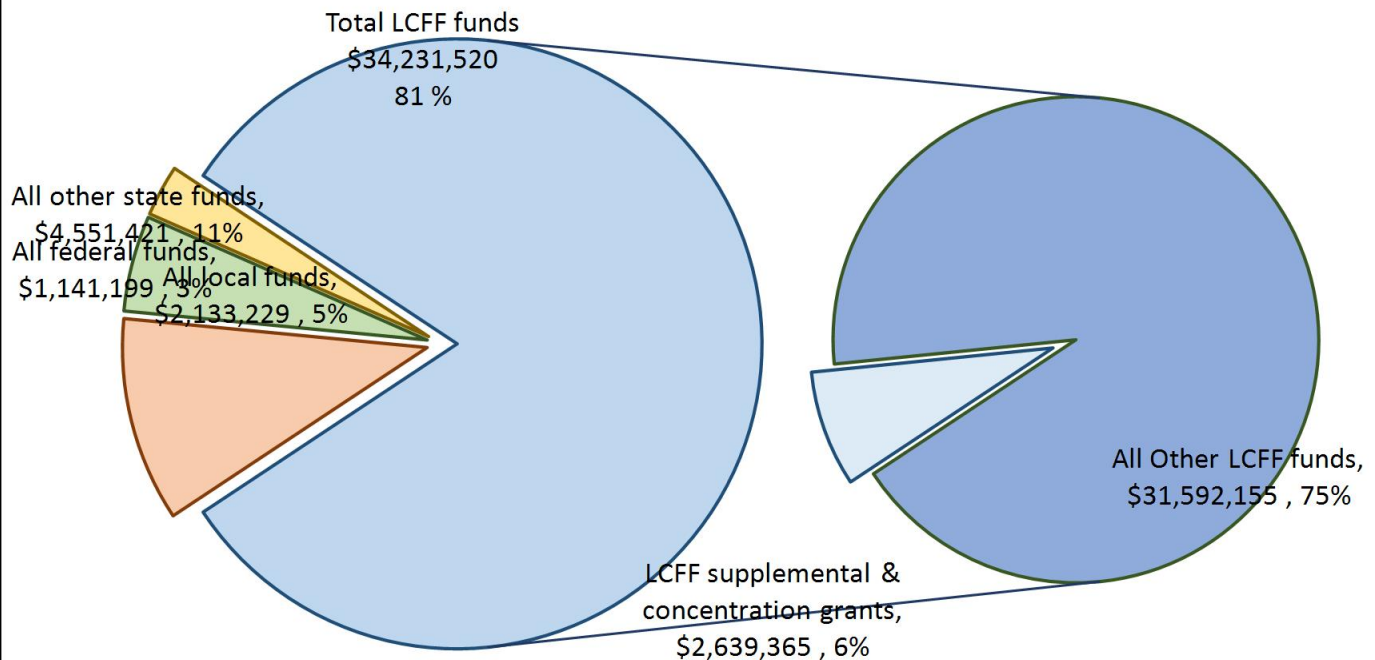
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5596457500

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

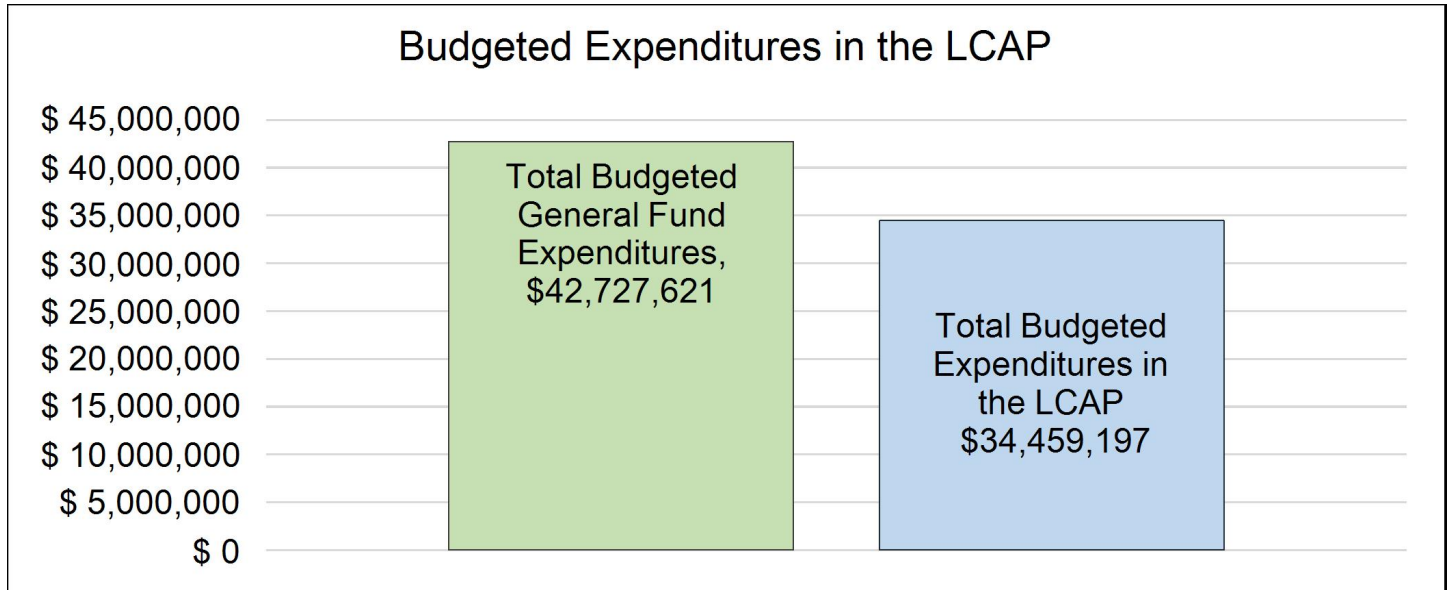


This chart shows the total general purpose revenue Golden Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Valley Unified School District is \$42,057,369, of which \$34,231,520.00 is Local Control Funding Formula (LCFF), \$4,551,421.00 is other state funds, \$2,133,229.00 is local funds, and \$1,141,199.00 is federal funds. Of the \$34,231,520.00 in LCFF Funds, \$2,639,365.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Golden Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Golden Valley Unified School District plans to spend \$42,727,621.00 for the 2024-25 school year. Of that amount, \$34,459,197.00 is tied to actions/services in the LCAP and \$8,268,424 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

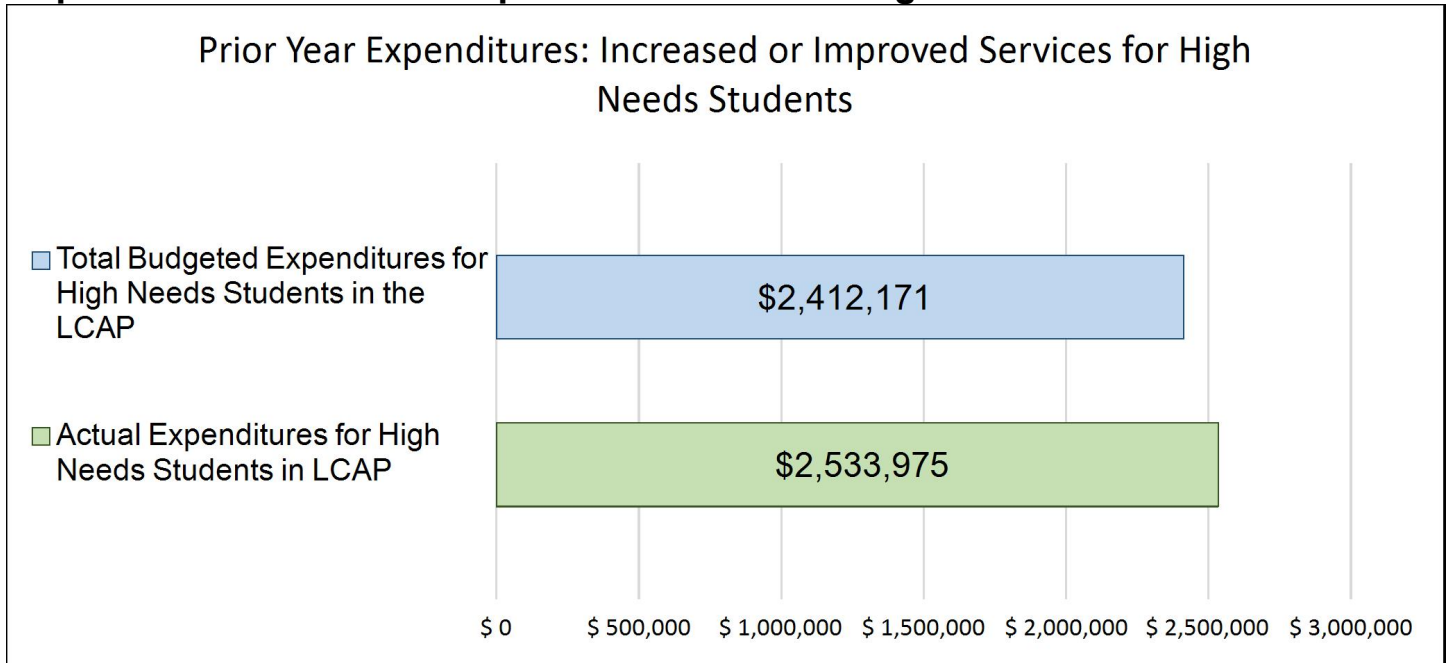
These funds are comprised of State and Federal restricted revenue as well as some carry-over of "One-Time" funds. The programs include: Title Funds I-IV, Educator Effectiveness, Career Technical education, Extended Learning Program (ELOP), Lottery Funds, Special Education Mental Health, Arts and Music in Schools (Prop 28). And carryover from one-time funds including: Elementary & Secondary School Emergency Relief (ESSER), Learning Recovery Emergency Block Grant (LREBG), & Arts & Music Block Grant.

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

In 2024-25, Golden Valley Unified School District is projecting it will receive \$2,639,365.00 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley Unified School District plans to spend \$2,652,814.35 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Golden Valley Unified School District's LCAP budgeted \$2,412,171 for planned actions to increase or improve services for high needs students. Golden Valley Unified School District actually spent \$2,533,975 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley Unified School District	Chris Imperatrice Assistant Superintendent	cimperatrice@gvusd.org 5596457500

Goals and Actions

Goal

Goal #	Description
1	All students will reach high standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	<p>All Students Status: 17.2 above Level 3 (Standard Met) Dashboard 2019</p> <p>EL DFS: -32.5 SED DFS: -2.3 Hispanic DFS: 1.1 SWD DFS: -66 White DFS: 31.3</p>	<p>All Student Status: 3.66 above level 3 (Dashboard 2021)</p> <p>EL DFS: -82.84 SED DFS: -20.83 Hispanic DFS: -9.76 SWD DFS: -94.38 White DFS: 18.63</p>	<p>All Student Status: 12.4 above level 3 (Dashboard 2022)</p> <p>EL DFS: -32 SED DFS: -10 Hispanic DFS: .5 SWD DFS: -88.1 White DFS: 24.8</p>	<p>All Student Status: 8.2 above level 3 (Dashboard 2023)</p> <p>EL DFS: -35.2 SED DFS: -21.4 Hispanic DFS: -6.5 SWD DFS: -90.1 White DFS: 22.8</p>	<p>All Students Status: 30 above Standard Met</p> <p>EL DFS: -15 SED DFS: 10 Hispanic DFS: 20 SWD DFS: -36 White DFS: 40</p>
SBAC Math	<p>All Students: 15.2 points below Standard Met (Medium) Dashboard 2019</p> <p>EL DFS: -51.6 SED DFS: -36.4 Hispanic DFS: -27.9 SWD DFS: -103.6 White DFS: -4.1</p>	<p>All Student Status: 37.79 below Standard met (Dashboard 2021)</p> <p>EL DFS: -114.95 SED DFS: -58.13 Hispanic DFS: -54 SWD DFS: -124.13 White DFS: -17.94</p>	<p>All Student Status: 25.3 below Standard Met (Dashboard 2022)</p> <p>EL DFS: -68.6 SED DFS: -47.5 Hispanic DFS: -38.4 SWD DFS: -116.5 White DFS: -11.7</p>	<p>All Student Status: 24.3 below Standard Met (Dashboard 2023)</p> <p>EL DFS: -58.4 SED DFS: -50.9 Hispanic DFS: -39.7 SWD DFS: -121.7 White DFS: -8.1</p>	<p>All Students: 5 points above Standard Met</p> <p>EL DFS: -30 SED DFS: -10 Hispanic DFS: 10 SWD DFS: -65 White DFS: 10</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress	40.7% making progress towards English language proficiency, Dashboard 2019	Not Available	40.1% making progress towards English language proficiency, Dashboard 2022	48% making progress towards English language proficiency, (Dashboard 2023)	60% making progress towards English language proficiency
Graduation Rate	90% 2019-20 Dataquest 4 year Cohort Graduation Rate Hispanic: 85.7% White: 90.5% SED: 82.6% SWD: 65%	88.1% Graduation Rate in 2021 Hispanic: 94.3% White: 86.7% SED: 86% SWD: 66.7%	91.7% Graduation Rate in 2022 Hispanic: 89.5% White: 98.6% SED: 87.2% SWD: 88.2%	92.8% Graduation Rate in 2023 Hispanic: 94.6% White: 92.8% SED: 90.1% SWD: 63.6%	95%
College & Career Ready	2020 Dataquest Prepared 51.3% Hispanic: 51.7% White: 51.4% SED: 39% SWD: 30%	2021 Dataquest Prepared 47.6% Hispanic: 38.8% White: 54% SED: 30.2% SWD: 13.3%	Not Reported in 2022	2023 Dashboard Prepared 38.4% Hispanic: 33% White: 47.8% SED: 30.2% SWD: 0%	85%
UC/CSU a-g Required Courses Completion Rate	76.6% 2020 Dataquest Hispanic: 65.5% White: 84.2% SED: 68.8% SWD: 33.3%	2021 Dataquest Prepared 48.25% Hispanic: 35.8% White: 47.9% SED: 30.2% SWD: 13.3%	2022 Dataquest Prepared 50.8% Hispanic: 35.8% White: 47.9% SED: 34.1% SWD: 13.3%	2023 Dataquest Prepared 40.3% Hispanic: 32.3% White: 52.2% SED: 31.5% SWD: 4.5%	85%
CTE Completion Rate	9.1% 2020 Dataquest Hispanic: 3.2% White: 7.9% SED: 9.4% SWD: 0%	7.0% Dataquest Hispanic: 9.4% White: 5.6% SED: 7% SWD: 0%	5.3% Dataquest Hispanic: 6.5% White: 3.9% SED: 4.1% SWD: 0%	17.7% Dataquest Hispanic: 15.1% White: 24.6% SED: 11.7% SWD: 13.6%	15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	17.5% 2020 Dataquest	0.0% 2021 Dataquest	7.7% 2022 Dataquest	7.2% (2023 Dataquest)	20%
Advanced Placement Pass Rate	47% 2019	7.1% 2021	40.67% 2022	38% 2023	70%
Percentage of Students Who Have Met A-G requirements and are CTE Completers	14%	2.1%	3.0%	11%	20%
District Assessments ELA (Illuminate) New metric for 22-23	Grade 1: 73.29% Grade 2: 59.73% Grade 3: 41.77% Grade 4: 27.17% Grade 5: 58.65% Grade 6: 41.93% Grade 7: 51.75% Grade 8: 48.33% Grade 9: 31.25% Grade 10: 35.84% Grade 11: 8.51% Grade 12: 12.5%	N/A New Metric for 22-23	22-23 ELA Illuminate Scores Grade 1: 71.2% Grade 2: 58.53% Grade 3: 29.33% Grade 4: 23.72% Grade 5: 56.14% Grade 6: 30.71% Grade 7: 44.05% Grade 8: 43.07% Grade 9: 25.86% Grade 10: 53.55% Grade 11: 49.39% Grade 12: 12.5%	2023-24 Discontinued Illuminate and began using NWEA assessments. NWEA Percentage of students meeting projected growth targets / School Conditional Growth percentile, ELA Grade K: 39% / 7 Grade 1: 49% / 43 Grade 2: 53% / 43 Grade 3: 53% / 36 Grade 4: 44% / 10 Grade 5: 35% / 4 Grade 6: 56% / 41 Grade 7: 46% / 9 Grade 8: 40% / 13 Grade 9: 46% / 25 Grade 10: 32% / 1 Grade 11: 32% / 2	Students will meet or exceeds standards on Benchmarks Grade 1: 80% Grade 2: 80% Grade 3: 80% Grade 4: 80% Grade 5: 80% Grade 6: 80% Grade 7: 80% Grade 8: 80% Grade 9: 80% Grade 10: 80% Grade 11: 80% Grade 12: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Grade 12: 34% / 11	
District Assessments Math (Illuminate) New Metric for 22-23	Grade 1: 80.42% Grade 2: 79.34% Grade 3: 60.13% Grade 4: 46.16% Grade 5: 29.11% Grade 6: 55.41% Grade 7: 33.1% Grade 8: 62.36% Math 1: 7.63% Math 2: 12.73% Math 3: 17.52%	N/A New Metric for 22-23	Grade 1: 88.72% Grade 2: 89.72% Grade 3: 38.99% Grade 4: 25.78% Grade 5: 45.14% Grade 6: 30.99% Grade 7: 48.33% Grade 8: 49.64% Math 1: 4.03% Math 2: 14.96% Math 3: 14.44%	2023-24 Discontinued Illuminate and began using NWEA assessments. NWEA Percentage of students meeting projected growth targets / School Conditional Growth percentile, Math. Grade K: 44% / 26 Grade 1: 60% / 58 Grade 2: 48% / 45 Grade 3: 73% / 99 Grade 4: 66% / 96 Grade 5: 64% / 88 Grade 6: 99% / 99 Grade 7: 56% / 52 Grade 8: 81% / 99 Math 1: 49% Math 2: 50% Math 3: 52%	Students will meet or exceeds standards on Benchmarks Grade 1: 80% Grade 2: 80% Grade 3: 80% Grade 4: 80% Grade 5: 80% Grade 6: 80% Grade 7: 70% Grade 8: 70% Math 1: 70% Math 2: 70% Math 3: 70%
Suspension Rate (Dashboard)	All Students: 2.9% (2019 Dashboard) EL: 4.5% Foster Youth; 11.0% Homeless: 6.3% SED: 4.1% SWD: 3.8%	All Students: 0.6% EL: % Foster Youth; % Homeless: % SED: % SWD: % African Am.: 0.0%	All Students: 3.2% (2022 Dashboard) EL: 5.5% Foster Youth; 9.5% Homeless: % SED: 5% SWD: 4.2%	All Students: 3.7% (2022 Dashboard) EL: 1.6% Foster Youth; 16.4% Homeless: 10% SED: 5.6% SWD: 7.8%	All Students: 1.5% EL: 1.5% Foster Youth: 1.5% Homeless: 1.5% SED: 1.5% SWD: 1.5% African Am.: 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African Am.: 2.1% Asian: 0% Hispanic: 3.7% White: 2.5%	Asian: 0% Hispanic: 0.7% White: 0.5%	African Am.: 2.6% Asian: 0% Hispanic: 3.8% White: 2.8%	African Am.: 1.9% Asian: 1.9% Hispanic: 4.6% White: 2.6%	Asian: 1.5% Hispanic: 1.5% White: 1.5%
EAP Readiness for ELA and Mathematics	EAP Scores 20-21 ELA: 21.55% Math: 12.55%	EAP Scores 21-22 ELA: 23.65 % Math: 16.87 %	EAP Scores 22-23 ELA: 14.77 % Math: 5.52 %	EAP Scores 23-24 ELA: N/A Math: N/A	All Students ELA: 25% Math: 20%

Goal Analysis

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

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

For the actions in goal 1 there were a few differences in how our actions were written as compared to implementation.

Under Action 1.1.1 and 1.1.2 the district made some good progress on building clarity in what we want kids to learn, and creating common formative assessments. Through the PLC process, district-wide grade level and department teams have identified essential standards, created pacing and have begun the work of creating common formative assessments. The greatest impact on student achievement has been the result of improved first instruction, particularly in math based on local NWEA assessments.

Action 1.2 After school tutoring was provided at all sites.

Action 1.3, 1.4 and 1.6: The district provided our additional support to our students as written, but with some additions. In Action 1.3, we increased counseling services above what was originally planned. The district was able to add a student advocate position at both Educational Options and Liberty High School that worked alongside the academic counselors and provided more socio-emotional support to our students, particularly for our unduplicated pupils.

In Action 1.5, it was necessary to expand this implementation to include coaching for teachers and administrators on how to interpret the data and use it to plan lessons and interventions to close gaps in student achievement. Coaching had the focus of strengthening instruction and academic support for our EL, SED, Foster students.

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

Goal 1 Action 2, \$2,288.06 more supplemental funds were expended for after school tutoring. This is due to the need for more students to receive the afterschool tutoring than planned for. It is also the result of a increased employee costs due to a 8% salary increase that was negotiated with our teacher's union.

Goal 1 Action 3 spending was increased by \$92,046 as the district experienced a need for more social emotional support at our high schools. These additional funds paid for a student advocate at both Liberty High School and Educational Options. In addition, this action was also impacted by the negotiated salary increase.

Goal 1 action 5 spending was increased by \$127,000. After implementing the NWEA assessments, it was clear that site leaders and teachers could benefit from support in understanding the results and applying them to practices in the classroom. Site Principals asked for support in instructional coaching. This increase paid for 50% of a teacher coach as well as 50% of an administrator coach.

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

Actions 1,2,3,5 and 6 are intended to work together to increase student academic achievement. While more data is needed to determine effectiveness of particular actions, the actions as a whole have been effective. Of note is the fact that students who have been in the district for 2 or more years, are performing much better than those who are only in their 1st year in GVUSD.

Action 1 implementation includes a great deal of work to implement Solution Tree Professional Learning Communities (PLC) focusing on Math. Teachers continued to identify essential grade level standards, break them down, map them out and create common formative assessments. They then worked together to review these assessments and make adjustments to their teaching (Cycle of Inquiry) This Action has been effective, particularly for increasing student learning in Math, based on NWEA performance. 2023-24 Discontinued Illuminate and began using NWEA assessments.

NWEA Percentage of students meeting projected growth targets / School Conditional Growth percentile, Math.

Grade K: 44% / 26

Grade 1: 60% / 58

Grade 2: 48% / 45

Grade 3: 73% / 99

Grade 4: 66% / 96

Grade 5: 64% / 88

Grade 6: 99% / 99
Grade 7: 56% / 52
Grade 8: 81% / 99
Math 1: 49%
Math 2: 50%
Math 3: 52%

Action 2, after school tutoring was somewhat effective. In elementary, EL tutoring assisted our EL Students in completing school work, but also in improving math scores. School Sites offered tutoring to our EL, Foster and SED students who needed additional support. During the 2023-2024 School year we provided after school tutoring for elementary students, and secondary students.

LHS: 8 teachers 4 math Teachers and 4 ELA teachers,

RMS: 1 teacher and 20 students assigned to after school Tutorial

Stone Creek 4 teachers in grades 3-6, total of 66 students being served.

Sierra View EL specific tutoring 15 students, 27 students being served after school in Math by 3 teachers.

Webster: 3 teachers and 44 students attended.

EL Student performance on the EL Progress Indicator increased by approximately 8%.

EL Average NWEA Math RIT Score growth was 14.47 points from Fall to Spring; NWEA RIT Growth for Students who are not EL was 12.09 points.

EL Average NWEA ELA RIT Score growth was 8.11 points from Fall to Spring; NWEA RIT Growth for Students who are not EL was 6.02 points.

Action 3 Services provided under this action were somewhat effective. Counseling services are provided and funded as they are a direct action item. Currently all of our Foster, EL and SED students at educational options have access to a full time counselor. This counselor provides them with accurate information in regards to local and state graduation requirements and UC/CSU a-g requirements. Graduation rates improved by 1.1% and dropout rate slightly from 7.3% to 7.2%. Student meeting A-G requirements decreased from 70.6% to 40.3% over the past few years. This is due to a procedural problem when counselors are creating new courses

Action 4 Services provided under this action were effective. Students who were identified as Foster, or Court placed are provided opportunities to accelerate their learning. Ed Opts has achieved great success this year in keeping our students on track with a 95% graduation rate for Independence High School, Freedom Home School and Lincoln Community Day 2023-24.

Action 5: Services provided under this action were somewhat effective as we were able to purchase our Diagnostic Assessments (Acadience, NWEA and the Data Analysis tool ParsecGo). Sites need more training to use the data more effectively. There is a need to work with the vendor to improve access to formative data from Parsec and perhaps add other diagnostic tools. See data in Action 1 that shows the effectiveness in NWEA Math progress. The data for our NWEA Reading scores was not as positive.

NWEA Percentage of students meeting projected growth targets / School Conditional Growth percentile, ELA At this time, we are not able to break down growth target data by subgroups, so we will use RIT scores for reporting purposes.

Grade K: 39% / 7

Grade 1: 49% / 43

Grade 2: 53% / 43

Grade 3: 53% / 36

Grade 4: 44% / 10

Grade 5: 35% / 4

Grade 6: 56% / 41

Grade 7: 46% / 9

Grade 8: 40% / 13

Grade 9: 46% / 25

Grade 10: 32% / 1

Grade 11: 32% / 2

Grade 12: 34% / 11

EL Average NWEA ELA RIT Score growth was 8.11 points from Fall to Spring; NWEA RIT Growth for Students who are not EL was 6.02 points.

Foster Youth Average NWEA ELA RIT Score growth was 7.38 points from Fall to Spring; NWEA RIT Growth for Students who are not EL was 6.21 points.

SED Average NWEA ELA RIT Score growth was 6.7 points from Fall to Spring; NWEA RIT Growth for Students who are not EL was 5.83 points.

Action 6 Intervention classes at all sites have been somewhat effective and continue to help our students. Currently our Reading labs provide support to 20% of the students at Webster, 25% of the students at Stone Creek and 20% of the students at Sierra View. RMS had 4 Periods of Co-Lab, 2 ELA and 2 Math. Uniform data to determine how successful these intervention programs are, is lacking. However, through Parsec, although not forward facing data yet, our internal data shows that students who have been enrolled in GVUSD for more than 1 year, are scoring higher in 2024 SBAC achievement and Distance from Standard (DFS).

ELA Performance (Met or Exceeded / DFS)

1st Year: All Students: 47%/-13.0; EL Students: 16%/-88.7; SED Students: 39%/-31.4

2+ Years: 57%/ +8; EL Students: 19%/-81.1 ; SED Students: 45%/-17.9

Math Performance (Met or Exceeded / DFS)

1st Year: 37%/-40.2; EL Students: 11.1%/-101.9; SED Students: 29%/-63.0

2+ Years: 46%/-19.8; EL Students: 15%/-105.5 ; SED Students: 34%/-52.4

Action 7 Summer School and extended learning we were able to offer 30 additional days of instruction for SED, EL and Foster youth.

Overall, this action was somewhat effective. More data is needed to determine it's impact on State measures, such as the SBAC and ELCAP assessments.

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.

GVUSD will need to work on setting improving processes for tracking SBAC, NWEA and other diagnostic data for students tied to these interventions, to better reflect the effectiveness of our Actions. The SBAC data is lagging and we do not currently have the systems in place to pull data specifically for students in intervention programs. These improved processes will fall under the Goal 1 Action 5 of the 2024-25 LCAP. Action 1.3 is being change to include the additional support of a student advocate and an elementary behavior counselor. Action 1.8 and 1.9 are being added to provide additional measures to address our SWD academic performance, suspension rates and chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All Students will be engaged in learning state standards through a rigorous and relevant curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College & Career Readiness Indicator (Dashboard)	51.3% prepared	Currently not Available	Currently not Available	38.4% prepared	85% prepared
Chronic Absenteeism Rate (Dashboard)	All Students: 7.9% EL: 12.6% Foster Youth: 46.3% Homeless: 16.7% SED: 12% SWD: 17.5% African Am.: 21.3% Asian: 1.5% Hispanic: 9.9% White: 5.9%	All Students: 4% EL: 2.5% Foster Youth: 7.1% Homeless: 14.3% SED: 5.9% SWD: 8.1% African Am.: 3.0% Asian: 3.7% Hispanic: 4.7% White: 3.2%	All Students: 10.5% EL: 8.8% Foster Youth: 28% Homeless: Not Displayed for Privacy SED: 17.3% SWD: 20.3% African Am.: 8.0% Asian: 4.5% Hispanic: 11.7% White: 9.2%	All Students: 8.8% EL: 10.3% Foster Youth: 26.3% Homeless: 23.1% SED: 13.6% SWD: 18.7% African Am.: 3.3% Asian: 4.1% Hispanic: 11.3% White: 6.8%	All Students: 3.5% EL: 6% Foster Youth: 20% Homeless: 6% SED: 6% SWD: 8% African Am.: 8% Asian: 1.5% Hispanic: 3.5% White: 3.5%
Student Survey Data	Reading Challenging & Engaging: 52.21% Math Challenging & Engaging: 54.29% Writing Challenging & Engaging: 57.19% Other Interesting Programs: 71.90%	Reading Challenging & Engaging: 53.1% Math Challenging & Engaging: 59.5% Writing Challenging & Engaging: 55.6% Other Interesting Programs: 76.2%	Reading Challenging & Engaging: 53 % Math Challenging & Engaging: 57.5% Writing Challenging & Engaging: 55.9% Other Interesting Programs: 76.7%	Reading Challenging & Engaging: 53.1 % Math Challenging & Engaging: 57.5% Writing Challenging & Engaging: 55.9% Other Interesting Programs: 76.7%	Reading Challenging & Engaging: 75% Math Challenging & Engaging: 75% Writing Challenging & Engaging: 75% Other Interesting Programs: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Access to standards-aligned curriculum & materials.	100%	100%	100%	100%	100%
Implementation of State Standards	NGSS - Partial Implementation ELD - Continue implementing with fidelity All existing CCSS have been implemented	NGSS - Partial Implementation ELD - Continue implementing with fidelity All existing CCSS have been implemented	NGSS - Partial Implementation ELD - Continue implementing with fidelity All existing CCSS have been implemented	NGSS - Partial Implementation ELD - Continue implementing with fidelity All existing CCSS have been implemented	NGSS - Full Implementation ELD - Full Implementation CCSS - Full Implementation
Dropout Rates	Middle School Dropout Rate: 0% High School Dropout Rate: 7% (Four-Year Adjusted Cohort Outcome)	Middle School Dropout Rate: 0% High School Dropout Rate: 13.3% (Four-Year Adjusted Cohort Outcome)	Middle School Dropout Rate: 0% High School Dropout Rate: 7.3% (Four-Year Adjusted Cohort Outcome)	Middle School Dropout Rate: 0% High School Dropout Rate: 7.2% (Four-Year Adjusted Cohort Outcome)	Middle School Dropout Rate: 0% High School Dropout Rate: 1% (Four-Year Adjusted Cohort Outcome)
Student access to broad course of study.	Maintain or increase: AP course enrollment: 241 AP courses offered: 11 CTE Course Enrollment: 359 UC/CSU Required Course Enrollment Rate: 99%	Maintain or increase: AP course enrollment: 152 AP courses offered: 10 CTE Course Enrollment: 435 UC/CSU Required Course Enrollment Rate: 99%	Maintain or increase: AP course enrollment: 219 AP courses offered: 11 CTE Course Enrollment: 590 UC/CSU Required Course Enrollment Rate: 99%	Maintain or increase: AP course enrollment: 309 AP courses offered: 12 CTE Course Enrollment: 752 UC/CSU Required Course Enrollment Rate: 99%	Maintain or increase: AP course enrollment: 241 AP courses offered: 11 CTE Course Enrollment: 359 UC/CSU Required Course Enrollment Rate: 99%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dual Enrollment Courses offered: 6 Dual Enrollment Students Enrolled: 137	Dual Enrollment Courses offered: 6 Dual Enrollment Students Enrolled: 115	Dual Enrollment Courses offered: 6 Dual Enrollment Students Enrolled: 310	
School Attendance Rate	School Attendance Rate 2020-21 AERIS Student Information System Analytics 96.32%	96% (CALPADS)	94.9%	95.34% (AERIS)	97%

Goal Analysis

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

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

Action 2.1 was implemented as written.

2.1.1 All students have a 1-1 device and staff to support them with the technology when needed.

2.1.2 Ag has grown to 4 teachers. CTE teachers have been added or where needed.

2.1.3 Students with disabilities have continued to be served. The district has added psychologists and SLPs along with teachers when needed to manage caseloads.

2.1.4 The music program was improved this year. While there was no additional staff added, a prep period buy-out was utilized to offer a choir class at RMS. Overall, participation in music increased by 8 students at RMS and 43 students at Liberty High School.

2.1.5 The district was able to expand elective opportunities this year through the addition of a 7 period day at LHS. While GVTA agreed to go to a 7 period day at LHS, there is still no agreement to do so at RMS.

Action 2.2 Elementary teachers met to follow the Plan standards aligned instructional activities and assessments, and then reviewed data as part of the Plan, Do, Study, Act (PDSA) procedures in our PLC process. Data for EL, Foster and SED students was particularly highlighted to ensure ALL students are learning. Lesson plans were adjusted as needed, based upon data, and additional support/reteaching was implemented for unduplicated students.

Action 2.3 was implemented as planned.

Action 2.4 was implemented as Math was the focus of our PLC reboot for the year. The district moved away from Illuminate/School City assessments and began using NWEA Assessments as local measures.

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

Goal 2 Action 2: This action was implemented as planned. It appears that the action was overestimated, by \$86,411.10 when the budget was created.

Goal 2 Action 3: This implementation was implemented as planned. Libraries purchased materials, yet did not utilize all the funds. \$12,478 was unspent.

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

2.1 Support educational programs to offer a broad course of study has been effective.

Student surveys show our students had an increased satisfactory rate of our education programs:

Reading Challenging & Engaging: 53.1 %

Math Challenging & Engaging: 57.5%

Writing Challenging & Engaging: 55.9%

Other Interesting Programs: 76.7%

We have also seen increases in the number of students enrolled in CTE and dual enrollment as part of this broad course of study. At the High School all of our RSP and SDC students participate in our electives programs and many choose to participate in our CTE courses:

Maintain or increase course offerings:

AP course enrollment: 309 (increased)

AP courses offered: 12

CTE Course Enrollment: 752 (increased)

UC/CSU Required Course Enrollment Rate: 99%

Dual Enrollment Courses offered: 6

Dual Enrollment Students Enrolled: 310 (increased)

2.2 English proficiency for multi-lingual students has been effective.

While Dataquest shows our most recent EL Reclassification rate at 7.2%, the Dashboard shows 48% making progress towards English language proficiency. That is up 8% from the previous year.

2.3 Access to literature and resource materials means that 100% of our students have access to standard aligned curriculum and materials. We also have our student surveys which indicate that 76.7% of our students find that we have other interesting programs on campus. Overall, this action has been somewhat effective in meeting the overall goal.

2.4 Well aligned math curriculum has been effective.

Through the work of our PLCs, the district has made great progress in identifying what all students should learn in each class, and how they will be assessed. There is still work to be done here, but the improved clarity has shown positive results. Our NWEA assessments show the following results in math.

NWEA Percentage of students meeting projected growth targets / School Conditional Growth percentile, Math.

Grade K: 44% / 26

Grade 1: 60% / 58

Grade 2: 48% / 45

Grade 3: 73% / 99

Grade 4: 66% / 96

Grade 5: 64% / 88

Grade 6: 99% / 99

Grade 7: 56% / 52

Grade 8: 81% / 99

Math 1: 49%

Math 2: 50%

Math 3: 52%

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.

As GVUSD continues to seek more insights about student learning, the district will look to add another diagnostic tool district-wide, such as IXL. If we are able to do this, the 2024-25 school year will provide the baseline for that data. A “Desired Outcome” will be determined after the baseline is established. The addition of IXL will be in Goal 1 action 5, of the 2024-25 LCAP. Action 2.4, Well aligned math curriculum, is being removed from the 2024-25 LCAP as it will be incorporated into Actions 2.5 and Goal 3, Action 3. Action 2.4 is being added as a result of parent input on providing more opportunities for our accelerated learners. Goal 2.6 in the 2024-25 LCAP is being added to meet the requirement for serving Long Term English Learners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	All students will be taught by highly qualified professionals in a clean, safe, and secure environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey Data	Like coming to school: 62.37% Feel Safe at School: 77.77% Discipline is fair and consistent: 62.73% Students treat each other with respect: 59.21% My teacher helps me learn: 81.88% My school is kept clean and in good condition: 81.88% My school is a pleasant place where I can be successful: 77.92%	Like coming to school: 55% Feel Safe at School: 75.05% Discipline is fair and consistent: 61.7% Students treat each other with respect: 39.3% My teacher helps me learn: 83% My school is kept clean and in good condition: 69.6% My school is a pleasant place where I can be successful: 77.1%	Like coming to school: 53.4% Feel Safe at School: 66.6% Discipline is fair and consistent: 55.8% Students treat each other with respect: 37.7% My teacher helps me learn: 81.4% My school is kept clean and in good condition: 58.5% My school is a pleasant place where I can be successful: 69.7%	Like coming to school: 72% Feel safe at school: 85% Discipline is fair and consistent: 81.4% Students treat each other with respect: 66% My teacher helps me learn: 89% My school is kept clean and in good condition: 58.4% My school is a pleasant place where I can be successful: 87.9	Like coming to school: 90% Feel Safe at School: 95% Discipline is fair and consistent: 95% Students treat each other with respect: 90% My teacher helps me learn: 99% My school is kept clean and in good condition: 99% My school is a pleasant place where I can be successful: 95%
Facility Inspection Tool Data	All Sites Exemplary Rating	All Sites Exemplary Rating	All Sites Exemplary Rating	All Sites Exemplary Rating	All Sites Exemplary Rating
Suspension Rate (Dashboard)	All Students: 2.9% (2019 Dashboard)	All Students: 0.6% EL: %	All Students: 3.2% EL: 5.5%	All Students: 3.7% (2023 Dashboard)	All Students: 1.5% EL: 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 4.5% Foster Youth: 11.0% Homeless: 6.3% SED: 4.1% SWD: 3.8% African Am.: 2.1% Asian: 0% Hispanic: 3.7% White: 2.5%	Foster Youth: % Homeless: % SED: % SWD: % African Am.: 0.0% Asian: 0% Hispanic: 0.7% White: 0.5%	Foster Youth: 9.7% Homeless: % SED: 5.0% SWD: 4.3% African Am.: 2.6% Asian: 0% Hispanic: 3.8% White: 2.8%	EL: 1.6% Foster Youth: 16.4% Homeless: 10% SED: 5.6% SWD: 7.8% African Am.: 1.9% Asian: 1.9% Hispanic: 4.6% White: 2.6%	Foster Youth: 1.5% Homeless: 1.5% SED: 1.5% SWD: 1.5% African Am.: 1.5% Asian: 1.5% Hispanic: 1.5% White: 1.5%
Credentialed Teacher Rate	93%	96.6%	97%	97.5%	100%
Chronic Absenteeism Rate (Dashboard)	All Students: 7.9% (2019 Dashboard) EL: 12.6% Foster Youth: 46.3% Homeless: 16.7% SED: 12% SWD: 17.5% African Am.: 21.3% Asian: 1.5% Hispanic: 9.9% White: 5.9%	All Students: 4% EL: 2.5% Foster Youth: 7.1% Homeless: 14.3% SED: 5.9% SWD: 8.1% African Am.: 3.0% Asian: 3.7% Hispanic: 4.7% White: 3.2%	All Students: 10.5% EL: 8.8% Foster Youth: 28% Homeless: Not Displayed for Privacy SED: 17.3% SWD: 20.3% African Am.: 8.0% Asian: 4.5% Hispanic: 11.7% White: 3.2%	All Students: 7.4% (AERIES) EL: 7.1% Foster Youth: 0% Homeless: 0% SED: 10% SWD: 11.1% African Am.: 3.9% Asian: 3.9% Hispanic: 8% White: 7%	All Students: 3.5% EL: 6% Foster Youth: 20% Homeless: 6% SED: 6% SWD: 8% African Am.: 8% Asian: 1.5% Hispanic: 3.5% White: 3.5%
Teacher Misassignment Rate	0%	0%	3.4%	2.45%	0%
Expulsion Rate	0%	0% (2021)	0% (2022)	0%	0%

Goal Analysis

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

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

For the actions in goal 3 there were no Substantive differences in how our actions were written as compared to implementation.

3.1 Safe, efficient & effective schools.

3.1.1 The district continues to provide teachers with Google Suite and other sources for creating standards based units of study.

3.1.2 Professional development for science standards is provided as needed.

3.1.3 & 3.1.4 GVUSD continues to fund school maintenance and custodial staff. Staff has been added as needed, as well as supplies, equipment and services to ensure clean, safe environments. (GVUSD continues to struggle with staffing and substitutes when people are out. Grounds operated a man or two down throughout the year due to unforeseen circumstances. In additions, grounds people have bus driving in their job descriptions and are often pulled to cover routes. Bus drivers continue to be hard to find.)

3.1.5 Finding appropriately credentialed teachers continues to be a challenge for GVUSD. Special Education teachers are extremely hard to find.

3.1.6 The district monitors salaries. The LCFF funding formula makes it impossible to match the salaries of surrounding districts.

3.1.7 GVUSD has made every effort to minimize the use of combination classes.

3.1.8 The district has implemented practices and programs to create safe environments. These include Purposeful People and Positive Behavioral Interventions and Supports (PBIS).

3.2 Effective teaching for our EL, Foster Youth and SED students.

3.3 Instructional support for EL, SED and Foster students.

3.4 SEL support for all students

Coordination between our counselors, HR and our CALPADS person has been a challenge and needs to improve. The data input errors or omissions are believed to have created the teacher misassignment rate increases.

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

In Action 3.1, there was \$969,199 more in expenditures than projected at budget adoption. This is due to several factors: 1. The district had 135 more students enroll than projected. 2. GVUSD increased salaries by 8%. 3. The district had to spend more funds to provide technology, and additional teaching staff, paraprofessionals, custodial staff & supplies to serve the additional students.

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

Action 3.1 Safe, efficient & effective schools, has been effective.

Currently our student surveys indicate that our students feel safe at school and that they feel they can be successful. Our District focus on good first instruction combined with developing positive relationships with our students has allowed us to create a positive culture where

students feel school is a pleasant place where they can be successful. We also saw a decrease in the way students treat each other with Respect (down to 39.3% compared to 59.21% the year before) and in responses to My school is kept clean and in good condition: 69.6% down from 81.88% the year before. Current survey responses:

Like coming to school 72%

Feel safe at school 85%

Discipline is fair and consistent 81.4%

Students treat each other with respect 66%

My teacher helps me learn 89%

My school is kept clean and in good condition 58.4%

My school is a pleasant place where I can be successful 87.9

3.2 Focusing on teaching for our EL, SED and Foster students has been effective. Currently our Absenteeism rates for these groups has dropped dramatically as we attempt to reengage our students who came back from distance learning. Current data show us that our rates for these groups is as follows:

EL: 7.1%

Foster Youth: 0%

SED: 10%

The continuing reduction in chronic absenteeism is a positive sign for our district as our students are coming to school and survey data indicates that they enjoy coming to school as students have listed that they feel their teachers help them learn and that they feel safe at school.

In addition, the focus on PLC has benefited our EL students, as evidenced by the following:

CA Dashboard shows 48% making progress towards English language proficiency. That is up 8% from the previous year.

EL Distance from standard (DFS) improved by 10.2 points.

3.3 Instructional support for EL, SED and Foster students. This service was rolled out as planned and the costs of it are reflected in goal 3 Action 1. Data from last years SBAC scores indicate their continues to be an achievement gap between our EL students and our district average. As a district we need to improve our EL program so that we close this achievement gap. As a district we are seeing an overall increase in the number of students who qualify for EL services and our EL program needs to grow in order to meet this increase. This action was ineffective in that we did not see the growth we anticipated. The reason for the ineffectiveness seems to be due to more training and coaching on supporting ELD students is needed as this population continues to grow. See prompt 4 for the modifications to the action for 2024-25.

All Student Status: -24.3 below DFS (SBAC Math)

EL DFS: -58.4 DFS

SED DFS: -50.9 DFS

All Student Status: 8.2 above DFS (SBAC ELA)

EL DFS: -35.2

SED DFS: -21.4

Action 3.4 SEL support for all students has been somewhat effective. There has been some positive movement seen in our surveys with students responding with the following:

Like coming to school 72% (up from 53.4% last year)

Feel safe at school 85% (up from 66.6%)

Discipline is fair and consistent 81.4% (up from 55.8%)

Students treat each other with respect 66% (up from 37.7%)

While we have added some supports at Educational Options and Liberty High School, there is still a growing need for additional support at the elementary level. In our community meetings, parents have voiced a desire for additional support to provide some behavioral counseling for students who are struggling.

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.

Our DELAC and DAC were advocates of making sure that we continue to provide supports for our EL students. We will seek to improve our supports in the classroom through a focus on learning for our EL students, along with FY and SED student. This improvement is part of the planning in Goal 3 Action 2, and will include a Teacher on Special Assignment (TOSA) to provide instructional coaching for teachers on how to implement ELD and state standards more effectively. Actions 3.3 and 3.4 have been removed from the 2024-24 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	GVUSD staff will find innovative ways to involve parents and community members in preparing our students for college and careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Data	<p>I feel welcomed by staff at my school: 85.4%</p> <p>School informs me on what my student is expected to learn: 73.7%</p> <p>I am provided timely information about my student's progress: 79.03%</p> <p>Communication from my student's teacher(s) is helpful: 79.36%</p> <p>Teachers return my phone calls or emails in a timely manner. (within two days): 89.12%</p> <p>School website is complete & easy to use: 71.80%</p>	<p>I feel welcomed by staff at my school: 82.2%</p> <p>School informs me on what my student is expected to learn: 71.3%</p> <p>I am provided timely information about my student's progress: 75.9%</p> <p>Communication from my student's teacher(s) is helpful: 75.9%</p> <p>Teachers return my phone calls or emails in a timely manner. (within two days): 85.65%</p> <p>School website is complete & easy to use: 71.30%</p>	<p>I feel welcomed by staff at my school: 81.5%</p> <p>School informs me on what my student is expected to learn: 69%</p> <p>I am provided timely information about my student's progress: 76.7%</p> <p>Communication from my student's teacher(s) is helpful: 72.3%</p> <p>Teachers return my phone calls or emails in a timely manner. (within two days): 83.2%</p> <p>School website is complete & easy to use: 71.3%</p>	<p>I feel welcomed by staff at my school: 83.1%</p> <p>School informs me on what my student is expected to learn: 74.3%</p> <p>I am provided timely information about my student's progress: 80.7%</p> <p>Communication from my student's teacher(s) is helpful: 80.6%</p> <p>Teachers return my phone calls or emails in a timely manner. (within two days): 80.5%</p> <p>School website is complete & easy to use: 71.4%</p>	<p>I feel welcomed by staff at my school: 95%</p> <p>School informs me on what my student is expected to learn: 90%</p> <p>I am provided timely information about my student's progress: 90%</p> <p>Communication from my student's teacher(s) is helpful: 90%</p> <p>Teachers return my phone calls or emails in a timely manner. (within two days): 98%</p> <p>School website is complete & easy to use: 90%</p> <p>I have volunteered to help at school or on field trips: 85%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	I have volunteered to help at school or on field trips: 51.50% I have attended school assemblies or programs during school or in the evening: 64.60% The school makes an effort to ensure all parents receive notices about meetings: 84.15% I have ample opportunities to become involved in school activities: 64.20%	I have volunteered to help at school or on field trips: 53.30% I have attended school assemblies or programs during school or in the evening: 84.60% The school makes an effort to ensure all parents receive notices about meetings: 82% I have ample opportunities to become involved in school activities: 78.30%	I have volunteered to help at school or on field trips: 63.% I have attended school assemblies or programs during school or in the evening: 88.20% The school makes an effort to ensure all parents receive notices about meetings: 71.6% I have ample opportunities to become involved in school activities: 84.5%	I have volunteered to help at school or on field trips: 66.5% I have attended school assemblies or programs during school or in the evening: 92.1% The school makes an effort to ensure all parents receive notices about meetings: 82.7% I have ample opportunities to become involved in school activities: 88.4%	I have attended school assemblies or programs during school or in the evening: 85% The school makes an effort to ensure all parents receive notices about meetings: 98% I have ample opportunities to become involved in school activities: 95%
Parent Engagement Local Indicator	Met	Met	Met	Met	Met

Goal Analysis

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

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

The annual Parent Survey is sent out to all parents in Golden Valley Unified School District assists all district level and site level administration make informed decisions on how to support parents and community of our district. Communication, safety, and parental involvement are all priorities for our district. Parent Square, district and site websites, as well as site level activities increase family engagement and have improved our year three outcomes. Although we did not meet the desired outcome we did see an increase in each area of parental engagement according to the survey. Actions 4.1 and 4.2 were implemented as planned.

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

No materials differences for any of the actions in Goal 4.

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

Action 4.1 and 4.2 have been effective.

Parent Square, a system of communication that allows parents to communicate with district and site personnel has been a very important component of parental involvement. This platform has assisted the district in an increase of parent notification in all areas including classroom, site, and district information. It is available through email, SMS, and can also be used at times through social media. This platform has contributed to an increase in our year to year goals in 8 out of 10 areas of the parent survey. Our site level events, assemblies, and activities also provide a forum to interact directly with the staff and community of a student and family's school.

I feel welcomed by staff at my school: 83.1%

School informs me on what my student is expected to learn: 74.3%

I am provided timely information about my student's progress: 80.7%

Communication from my student's teacher(s) is helpful: 80.6%

Teachers return my phone calls or emails in a timely manner. (within two days): 80.5%

School website is complete & easy to use: 71.4%

I have volunteered to help at school or on field trips: 66.5%

I have attended school assemblies or programs during school or in the evening: 92.1%

The school makes an effort to ensure all parents receive notices about meetings: 82.7%

I have ample opportunities to become involved in school activities: 88.4%

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.

There are no planned changes to Goal 4.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley Unified School District	Chris Imperatrice Assistant Superintendent	cimperatrice@gvUSD.org 5596457500

Plan Summary [2024-25]

General Information

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

Golden Valley Unified School District is a young district located in the Central Valley. Golden Valley has had some tremendous successes since it became a district in 1999. The district started off with one K-8 school and now has 3 elementary schools, a middle school, a high school, and an educational options program. For many years, Golden Valley's student population has remained under 2000 students. That population has become more diverse and grown to 2803. The Unduplicated population of GVUSD has hovered right around 36%. However, recently the unduplicated student population has risen and is currently around 43%. Lincoln Community Day School, Centennial Independent Study, Valley Childrens Hospital, and Independence High School have all been identified as recipients of Equity Multiplier Funding. The Goal and planned uses for the Equity Multiplier funding can be found under Goal 5 of this LCAP. The majority of student enrollment growth in Golden Valley is due to a large, approximately 6800 home development that began in 2017, is expected to double the student population of the district by the time it is completed. In the Fall of 2021, Golden Valley Unified opened a new elementary school, Stone Creek Elementary, within this housing development. The district is currently planning to add an additional classroom wing to Stone Creek and has plans started for the next elementary school within the Riverstone development. Along with the growth at our comprehensive sites, GVUSD has experienced growth in our Educational Options sites. Since 2021, the district's enrollment has grown by approximately 200 students per year. Over the past 2 years, the students coming in have a higher percentage of SED than the existing SED student percentage. In addition, we have noticed that students who are in year one in GVUSD are achieving at a lower rate than those who are two or more years in GVUSD. With all the growth, Golden Valley plans to continue to serve our community and our students by adhering to what we call the "Golden Valley Way."

The Golden Valley Way

Our school district excels above many others because our parents, teachers, staff, school board and community do a remarkable job of supporting our students and setting high expectations. Our work here in Golden Valley Unified School District is centered on providing a curriculum-rich education that is driven by real-world and real-life experiences. We will continue to stress to our teachers and administrators the importance of our core values of providing a rigorous curriculum, making learning relevant to our students, and developing positive relationships with our children; this is the Golden Valley Way.

We are blessed to be a part of a safe and caring professional learning community that values quality education, high expectations and a “yes, we can” attitude! Our community expects us to prepare our students for the real-world. We understand, in order to accomplish this task, it truly takes a GVUSD community. We take this responsibility wholeheartedly and vow to bring our best day in and day out. Our children need to be able to compete globally and we are committed to being increasingly proactive in preparing students for challenges that do not yet exist. We must recognize the paradigm shifts in education and adjust our systems to properly and proactively address an ever-changing society. Our past is not a prelude to our children’s future.

We have set the highest standard of what we expect from our students and staff. Our students and staff will be respectful. Our students will represent themselves, their family, and their school community with pride. Our students expect to be guided in this way. It is our duty to embrace this challenge and hold our students to the highest standard, especially when it comes to dress and grooming and behavior. We believe in addressing the “little” things each and every time, so they do not become “bigger” things. Our learning environments will be such where students and teachers are respected. Our administrators are charged with making sure the classroom remains protected and sacred in order for teaching and learning to be optimized; this is non-negotiable. We will not compromise these core values!

Competition is real! This is what the real-world is truly about. In the game of life there are winners and losers. We know that winning is an everyday thing; it is not something that you turn on today and off tomorrow. Our students and community expect us to bring forth a winning effort each day. You can’t be a winner if you are afraid to lose. There is much to gain in defeat. Winning is contagious and needs to be celebrated, no matter how small or how big that win may be; unfortunately, losing is also contagious. Our students will compete at the highest level, and we will not shy away from this competition. It is our job to prepare them for success. We will Pursue Victory with Honor and celebrate our victories as if we have been there before.

We have a deeply embedded belief in people and the ability to get the best out of each person through a combination of high expectations, clear communication, and positive relationship building. As educators we are public servants, first and foremost, and will continue to surround ourselves and enlarge those around us that have a deep passion for teaching children and serving the public.

Reflections: Annual Performance

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

SUCSESSES:

Golden Valley Unified enrollment has been growing at a rate of approximately 200 students per year for 3 years. In analyzing our data, we have noticed a trend of students enrolled in our district for 2 or more years perform at a higher level than students who have been enrolled in GVUSD for 1 year or less.

Students reaching high standards

State Assessments

Math

All students increased 1 point.

English Learners increased 10.2 points

White students increased 3.6 points

Asian students increased 21.1 points

A-G completion

Increased 8% from prior year

EL Progress

Increased 8.1%

EAP

ELA 47%

Math 21%

Graduation Rate

All students increased by 1.1%

Hispanic students increased by 5.1%

SED students increased by 2.9%

Rigorous and Relevant curriculum

Access to standards aligned instructional materials

100%

Implementation of state standards

CCSS fully implemented

Middle School Drop-out rate

0%

School attendance rates

95.5%

Chronic absenteeism

All Students declined by 1.7%

SED students declined by 3.7%

SWD students declined by 1.6%

Safe & Secure, professional Environment

Teachers Appropriately Assigned

2.45% declined by 1%

Facilities in Good Repair

All Sites Exemplary Rating

Suspension Rate

EL declined 3.9%

Expulsion Rate

0%

GVUSD intends to build upon this success by improving our focus on instruction. Hattie, Marzano, Schmoker and other researchers have shown how important focused, intentional instruction is critical to the success of students. GVUSD will stay true to our instructional practices by focusing on best first instruction so that all students receive quality instruction. GVUSD feedback from parents and from students indicate that 83% of our students feel that my teacher helps me learn and approximately 77% of our students feel that school is a pleasant place where they can be successful.

GVUSD discontinued the use of Illuminate assessments and has implemented NWEA assessments. This change will allow our staff to better track student growth and compare performance to students across the nation. In addition, by partnering with Parsec Education to house our data. GVUSD will add IXL, a diagnostic platform that can assess students' academic achievement level in the areas of Math and English Language Arts. This computer adaptive assessment aligns with our current district assessment NWEA to provide support for students and teachers. When using both the results from the NWEA and IXL assessments, the program creates a personalized action plan for each student to help them grow towards grade level achievement and beyond. The use of these additional tools should allow our teachers to now have more information that can be used in planning and monitoring instruction to ensure that ALL students are learning.

Feedback from parents and students. Our students continued to be highly engaged at our schools. For the 2023-2024 school year GVUSD managed to maintain a 95% attendance rate. Our student and parent surveys indicate that students feel safe and welcomed on campus. We have had to hire additional staff as we opened a new elementary school and GVUSD has been able to hire quality staff at all levels. Staff on our school sites feel that we are moving in the right direction as 86.8% of staff indicated that they are satisfied with the academic progress of our students in our schools (Spring 2024 staff survey).

IDENTIFIED NEEDS:

In evaluating GVUSD's performance regarding the execution of actions and the outcomes of metrics from our 2023-2024 LCAP, GVUSD's highest area of needs for our English Learners (EL), Socio-economically disadvantaged (SED), Foster Youth and Students with Disabilities (SWD) are overcoming academic achievement gaps, providing mental health and SEL supports for students and continuing to engage our

community partners. Current reporting year (2023) scores show that SED, EL, Foster and SWD students are still scoring below the district average and an achievement gap continues to exist in the areas of mathematics and ELA.

This past school year was met with some challenges. Our staff worked to meet the individual needs of our students. We witnessed the impact of the academic, social-emotional, and behavioral challenges on our students' performance and achievements. Looking at our data, we have identified the following significant areas of need:

Local Benchmark ELA & Math (iReady) & Smarter Balanced ELA & Math
Gaps between EL, FY, SED, and SWD when compared to "All students."

Graduation Rate
Slight decrease in the graduation rate for all students, White and Students with Disabilities.

Suspension Rate
The suspension rate for all students increased, as did the rate for FY, and LI students.
Reds on the Dashboard

Refer to California Dashboard for Golden Valley Unified
Golden Valley Unified encountered notable hurdles in academic advancement and elevated suspension rates. Furthermore, both at the district and site levels, we observed several student groups performing below expectations, as indicated on the California Dashboard. We have specific actions that are dedicated to supporting student groups that are in the red on the Dashboard. Each site conducted thorough needs assessments to determine the support necessary for the upcoming year to best serve their students with their unique needs. Additionally, our district is launching an initiative where we will be revisiting our academic Multi-tiered Systems of Support (MTSS) through an analysis of our essential standards, pacing guides, common formative assessments, and progress monitoring to best support our students and provide informed instruction and intensive intervention. We are also strengthening our behavioral MTSS by strengthening our current systems, such as PBIS. We will continue to work closely with our educational partners to ensure our students' social-emotional and behavioral needs are met so they can access their learning.

REDS AT THE LEA LEVEL BY SUBGROUP, INDICATOR, GOAL/ACTION

Foster Youth: Suspension, G1A3, G2A5
SWD: Suspension, G1A9, G2A5
SWD: ELA, G1A8
SWD: Math, G1A8

REDS AT THE SITE LEVEL BY SCHOOL, INDICATOR, GOAL/ACTION

Liberty High School:

Foster Youth: Suspension, G1A3, G2A5

SWD: Suspension, G1A9, G2A5
SWD: ELA, G1A8
SWD: Math, G1A8

Ranchos Middle School:

SED: Suspension, G1A3, G2A5
SWD: Suspension, G1A9

Webster Elementary:

SED: Chronic Absenteeism, G1A3
SWD: Chronic Absenteeism, G1A8
SED: Suspension, G1A3, G2A5
SWD: Suspension, G1A9
SWD: ELA, G1A8
SWD: Math, G1A8

Reflections: Technical Assistance

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

Golden Valley Unified has partnered with Madera County Superintendent of Schools, through the Differentiated Assistance (DA) to do a root cause analysis on suspension rates. In particular, we are focusing on our Students with Disabilities, as they were in the red district-wide and at several school sites. The district has gone through several cycles of looking at local suspension data, utilizing notice and wonders, and creating a fishbone diagram. Preliminary actions have been developed to tie into our work with MCSOS staff in implementing PBIS. The District will continue to examine current data in an effort develop/adjust actions to improve suspension rates for our SWD and all students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	October 6, 2023, January 29, 2024 Staff Roundtable Meetings April 4, 2024 and May 9, 2024 LCAP/Budget Meetings Spring 2024 Surveys Topics discussed: Art/Music Instruction, student behavior support, secondary elective offerings, EL Support, LCAP Goals and Actions, funding at the different school sites, and facility needs
Classified Employees & Other School Personnel	October 6, 2023, January 29, 2024 Staff Roundtable Meetings April 4, 2024 and May 9, 2024 LCAP/Budget Meetings Spring 2024 Surveys Topics discussed: Art/Music Instruction, student behavior support, secondary elective offerings, EL Support, LCAP Goals and Actions, funding at the different school sites, and facility needs
Administration/Principals	April 4, 2024 and May 9, 2024 LCAP/Budget Meetings Monthly Principal Meetings Spring 2024 Surveys Topics discussed: Art/Music Instruction, student behavior support, secondary elective offerings, EL Support, LCAP Goals and Actions
Parents	October 2, 2023, November 28, 2023, March 18, 2024, April 18, 2024 Community Feedback Meetings Spring 2024 Surveys Topics discussed: GATE Programs, Art/Music Instruction, student behavior support, secondary elective offerings, EL Support, LCAP

Educational Partner(s)	Process for Engagement
	<p>Goals and Actions, funding at the different school sites, and facility needs</p> <p>Parents had opportunities to ask questions and receive answers to their questions.</p>
Pupils/Students	Feedback from the Student Board Representative at school board meetings and surveys.
Bargaining Units	<p>April 4, 2024 and May 9, 2024 LCAP/Budget Meetings</p> <p>Monthly Meetings</p> <p>Spring 2024 Surveys</p> <p>Topics discussed: Art/Music Instruction, student behavior support, secondary elective offerings, EL Support, LCAP Goals and Actions</p>
DAC	<p>April 4, 2024 and May 9, 2024 LCAP/Budget Meetings</p> <p>Topics discussed: GATE Programs, Art/Music Instruction, student behavior support, secondary elective offerings, EL Support, LCAP Goals and Actions, funding at the different school sites, and facility needs</p> <p>Written feedback was provided for questions from the DAC members regarding the LCAP.</p>
DELAC	<p>May 1, 2024</p> <p>Topics discussed: LCAP goals and Actions, Support for struggling students, Parent Survey results</p> <p>Written feedback was provided for questions from the DLAC members regarding the LCAP.</p>
Mid-Year Report	Senate Bill 114 (2023) added a requirement for LEAs to present a report on the Local Control Accountability Plan and Budget Overview for Parents on or before February 28 each year at a regularly scheduled board meeting. The Mid-Year Report was presented to the Board on February 27, 2024.
SELPA	June 3, 2024

Educational Partner(s)	Process for Engagement
	Topics discussed: Student behavior, SWD Suspension Rates, PBIS and GVUSD Differentiated Assistance work with Madera County Superintendent Of Schools.
Educational Options School Site Council	October 11, 2023, December 6, 2023, January 31, 2024, and April 24, 2024 Review stie plan, data and current programs. Determine what is working, what needs to be changed and what needs to be added/discontinued. Discussed funding sources and uses (including Equity Multiplier funds that Lincoln Community Day, Independence HS, Centennial IS and Valley Children's Hospital). Discussed possible uses for the funds and created a rough plan to utilize Equity Multiplier Funding.
Board Public Hearing as per Ed Code 52062(b)(1)	June 11, 2024
Board LCAP Adoption as per Ed Code 52062(b)(2)	June 25, 2024 Local indicators were presented in conjunction with the LCAP adoption as per Ed Code 52064.5(e)(2). The Board adopts the annual budget at the same meeting as the LCAP Adoption 52062(b)(2)

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

The need for additional intervention and support for students, especially at the elementary level, is a common priority for both staff and parents. This is reflected in G1A2, G1A3, G1A5, G1A6, G1A7, G1A8, G2A8.

Additional feedback from parents is the expansion of GATE programs, more rigor in math, and additional EL support. These concerns are addressed in G2A9 as well as G1A2, G1A3, G1A5, G1A6, G1A7, G1A8, G2A8.

Additional feedback from staff is the addition of Music and Art instruction at the elementary level, expanded elective offerings at the middle and high school level, and facility needs due to student growth. Reflected in G2A4 and G2A5.

Additional feedback from students is the positive student impact of early out days at Ranchos Middle School, and continued support with math tutoring, testing incentives, sports and extra and co-curricular activities. This feedback is reflected in G1A1, G1A2, and G2A6.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students will reach high standards.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

High standards and expectations are one of the foundations of Golden Valley Unified. Our Golden Valley Way states, "Our school district excels above many others because our parents, teachers, staff, school board and community do a remarkable job of supporting our students and setting high expectations... We have set the highest standard of what we expect from our students and staff. Our students and staff will be respectful. Our students will represent themselves, their family and their school community with pride. Our students expect to be guided in this way. It is our duty to embrace this challenge and hold our student to the highest standard, especially when it comes to dress and grooming and behavior. We believe in addressing the "little" things each and every time, so they do not become "bigger" things. Our learning environments will be such where students and teachers are respected. Our administrators are charged with making sure the classroom remains protected and sacred in order for teaching and learning to be optimized; this is a non-negotiable. We will not compromise these core values!"

GVUSD recognizes that some students have fallen behind in their academic and extracurricular/co-curricular performance. This is true for many of our students including our EL, SED, Foster and SWD population. Administrators and teachers must ensure that best practices are being utilized in the classrooms and that all staff are ensuring success for all students. Our EL population has grown the past few years as has our SWD population. We are now serving 231 (8.3%) EL learners and approximately 336 (12.7%) SWD. Our SED population percentage remains at roughly 43% but these student groups are underperforming compared to district averages and we realize we must address this achievement gap in terms of academic performance and credit deficiency at the secondary level.

GVUSD believes that through progress monitoring, providing supports and opportunities as outlined in the actions, all students will reach high standards. This includes high standards for academics, extra-curricular activities, attendance and behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced ELA Distance from Standard	<p>All students: 8.2 above standard</p> <p>EL DFS: -35.2 SED DFS: -21.4 Hispanic DFS: -6.5 SWD DFS: -90.1 White DFS: 22.8</p> <p>Data Year: 22-23 Data Source: Dashboard</p>			<p>All Students Status: 30 above Standard Met</p> <p>EL DFS: -15 SED DFS: 10 Hispanic DFS: 20 SWD DFS: -36 White DFS: 40</p> <p>Data Year: 25-26 Data Source: Dashboard</p>	
1.2	Smarter Balanced Math Distance from Standard	<p>All Students: -24.3 below standard</p> <p>EL DFS: -58.4 SED DFS: -50.9 Hispanic DFS: -39.7 SWD DFS: -121.7 White DFS: -8.1</p> <p>Data Year: 22-23 Data Source: Dashboard</p>			<p>All Students: 5 points above Standard Met</p> <p>EL DFS: -30 SED DFS: -10 Hispanic DFS: 10 SWD DFS: -65 White DFS: 10</p> <p>Data Year: 25-26 Data Source: Dashboard</p>	
1.3	Smarter Balanced Science Distance from Standard	<p>District Average Distance from Standard: -10.4 5th Grade: -7.4 DFS 8th Grade: -11.3 DFS High School: -12.4 DFS</p> <p>Data Yr: 22-23</p>			<p>District Average Distance from Standard: 0 5th Grade: 0 DFS 8th Grade: 0 DFS High School: 0 DFS</p> <p>Data Yr: 25-26</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard			Data Source: Dashboard	
1.4	Local ELA Assessment	NWEA (2023-24) Percentage of students meeting projected growth targets Grade K: 39% Grade 1: 49% Grade 2: 53% Grade 3: 53% Grade 4: 44% Grade 5: 35% Grade 6: 56% Grade 7: 46% Grade 8: 40% Grade 9: 46% Grade 10: 32% Grade 11: 32% Grade 12: 34%			NWEA (2026-27) Percentage of students meeting projected growth targets Grade K: 70% Grade 1: 70% Grade 2: 70% Grade 3: 70% Grade 4: 70% Grade 5: 70% Grade 6: 70% Grade 7: 70% Grade 8: 70% Grade 9: 70% Grade 10: 70% Grade 11: 70% Grade 12: 70%	
1.5	Local Math Assessment	NWEA (2023-24) Percentage of students meeting projected growth targets Grade K: 44% Grade 1: 60% Grade 2: 48% Grade 3: 73% Grade 4: 66% Grade 5: 64% Grade 6: 77% Grade 7: 56% Grade 8: 79%			NWEA (2026-27) Percentage of students meeting projected growth targets Grade K: 70% Grade 1: 70% Grade 2: 70% Grade 3: 70% Grade 4: 70% Grade 5: 70% Grade 6: 80% Grade 7: 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math 1: 49% Math 2: 50% Math 3: 52%			Grade 8: 80% Grade 9: 70% Grade 10: 70% Grade 11: 70% Grade 12: 70%	
1.6	College/Career Indicator	All Students: Prepared 38.4% Hispanic: 33% White: 47.8% SED: 30.2% SWD: 0% Data Year: 22-23 Data Source: Dashboard			All Students: Prepared 80% Hispanic: 80% White: 80% SED: 75% SWD: 50% Data Year: 25-26 Data Source: Dashboard	
1.7	High School Graduation Rate	92.8% Hispanic: 94.6% White: 92.8% SED: 90.1% SWD: 63.6% Data Year: 22-23 Data Source: DataQuest			All: 95% Hispanic: 95% White: 95% SED: 95% SWD: 95% Data Year: 25-26 Data Source: DataQuest	
1.8	A-G Completion Rate	All: 40.3% Hispanic: 32.3% White: 52.2% SED: 31.5% SWD: 4.5% Data Yr: 22-23 Data Source: DataQuest			All: 85% Hispanic: 85% White: 85% SED: 85% SWD: 85% Data Year: 25-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: DataQuest	
1.9	CTE Pathway Completion Rate	All: 17.7% Hispanic: 15.1% White: 24.6% SED: 11.7% SWD: 13.6% Data Yr: 22-23 Data Source: DataQuest			All: 20% Hispanic: 20% White: 20% SED: 20% SWD: 20% Data Yr: 25-26 Data Source: DataQuest	
1.10	Advanced Placement Pass Rate	38% College Board AP Central 2023			40% College Board AP Central 2026	
1.11	English Learner Progress	48% making progress towards English language proficiency, Data Year: 22-23 Data Source: Dashboard			60% making progress towards English language proficiency, Data Year: 25-26 Data Source: Dashboard	
1.12	English Learner Reclassification Rate	7.6% Data Yr: 23-24 Data Source: CALPADS			25% Data Yr: 25-26 Data Source: CALPADS	
1.13	EAP Readiness for ELA and Mathematics	EAP Scores 23-24 ELA: 14.8% Math: 5.5%			EAP Scores 25-26 ELA: 25% Math: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Meaningful engagement in school and learning, ensuring learning for ALL.	<p>1.1 Teachers will revise and follow pacing guides ensuring alignment to essential standards and state and local assessments.</p> <p>1.2 Teachers will continually monitor their impact on student learning through the cycle of inquiry/improvement process.</p> <p>1.3 Provide extracurricular and cocurricular activities for students that promote achievement and create well rounded individuals</p>	\$10,233,206.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Extended Learning for Students.	After school tutoring will be provided for our EL, SED, and Foster students. This initiative includes stipends for seven elementary teachers, one middle school teacher, and eight high school teachers to deliver these services to our students.	\$12,000.00	Yes
1.3	Academic & Social Emotional Support	<p>Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically: Foster Youth Suspension Rate at the district level, FY Suspension Rate at Liberty High School, SED Chronic Absenteeism and Suspension Rate at Webster Elementary, and SED Suspension Rate at Ranchos Middle School.</p> <p>Maintain/Improve counseling services to improve our Chronic Absenteeism and Suspension rates for FY and SED students.</p> <p>This action will pay for student advocates and an elementary behavioral counselor.</p>	\$230,000.00	Yes
1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	<p>Additional staff to support Educational Options Students. This action will fund staffing above what is the minimum requirement by education code and our collective bargaining agreement:</p> <p>This includes a full-time principal and seven full-time teachers assigned to Educational Options: 2 FTE at Independence, 1 FTE at Lincoln, 1.5 FTE at Centennial, 0.5 FTE at Golden Valley Adult School, 2 FTE at Freedom, and 1 FTE at Valley Children's. We also have two six-hour paraprofessionals assigned to Educational Options to provide additional support to our students.</p> <p>Additionally, we will purchase credit recovery curriculum (Edgenuity) to help students get back on track to graduate. \$32,000 will be spent on Edgenuity for the 2023-2024 school year. At Educational Options, we supported 37 credit-deficient students in the fall, and this number increased to 48 students in the spring semester.</p>	\$847,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Purchase and support for Parsec, NWEA Assessments, IXL and Acadience assessments and data. IXL is a diagnostic platform that can assess students' academic achievement level in the areas of Math and English Language Arts. This computer adaptive assessment aligns with our current district assessment NWEA to provide support for students and teachers. When using both the results from the NWEA and IXL assessments, the program creates a personalized action plan for each student to help them grow towards grade level achievement and beyond.	\$149,950.00	Yes
1.6	Additional Supports for unduplicated students.	Provide Intervention classes for SED, EL and Foster Youth for academic improvement in order to bring students to grade level standard. This action will pay for staffing (teachers and paraprofessionals and bilingual paraprofessionals) in our intervention classes or those supporting students in general education classes.	\$1,103,864.35	Yes
1.7	Summer Extended Learning and Credit Recovery	Remedial and Enrichment classes during summer. A review of Smarter Balanced Assessments in ELA and Math indicates that the academic achievement of English Learners (EL), Foster Youth (FY), and Low-Income (SED) students needs to be improved compared to the all-student group. Our graduation rate for SED students is lower than the graduation rate for all students. SBAC ELA All: 8.2 EL DFS: -35.2 SED DFS: -21.4 FY DFS: -89.1 SBAC Math All: -24.3 EL DFS: -58.4 SED DFS: -50.9 FY DFS: -117.3		No

Action #	Title	Description	Total Funds	Contributing
		<p>All Students: 92.8% Graduation Rate in 2023 SED: 90.1% FY/EL: statistically too few to report</p> <p>Based on a local needs assessment, it is evident that providing these student groups with additional time and opportunities to complete coursework, review skills, and master grade-level standards would be instrumental in addressing their academic needs and fostering success.</p> <p>Parents have indicated that to support EL, FY, and SED students, additional academic opportunities outside of the traditional school year are necessary for skill development.</p> <p>Provide summer school for students falling behind in credits and opportunities for more time for EL, SED and FY to master grade level standards.</p> <p>Provide enrichment/acceleration opportunities for GATE/High Achieving students to ensure our students, particularly SED students, have this opportunity to pursue higher level learning.</p> <p>STEM based enrichment supplies will be purchased for the purpose of enrichment at the elementary level (funded through ELOP).</p> <p>Metrics:</p> <p>ELA and Math Summer School Local Assessments for EL, FY, SED and all students</p> <p>ELA and Math SBAC distance from standard for EL, FY, SED and all students</p> <p>Graduation Rates</p> <p>The expenditures for this action will be included in Goal 1, Action 1.</p>		

Action #	Title	Description	Total Funds	Contributing
1.8	Special Education Professional Learning Communities	<p>Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically, the SWD ELA & Math performance at the district level, Liberty High School and Webster Elementary School. We believe this action will also help support our SWD Chronic Absenteeism Rate at Webster Elementary School.</p> <p>The CA Dashboard and local indicators show that SWD are Red for both ELA and Math District-wide, at Liberty High School and at Webster Elementary School. SWD Chronic Absenteeism was also Red for Webster Elementary School.</p> <p>Golden Valley will be working with district administration, special education, department , site administration and special education teachers at all sites to plan, implement, support, and monitor the PLC process.</p> <p>Professional Learning Communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.</p> <p>In addition to this process of identifying specific skills for SWD, it will also pair special education teachers to work collaboratively with general education teachers to identify and support rigorous grade level standards for SWD. As our SWD become more successful in the classroom, these students will enjoy coming to school more, improving attendance and thereby lowering chronic absenteeism rates.</p> <p>The expenditures for this action will be included in Goal 1, Action 1.</p>		No
1.9	Special Education Differentiated Assistance (DA) Professional Learning	<p>Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically, the SWD Suspension Rates at the district level, Liberty High School, Ranchos Middle School and Webster Elementary School.</p> <p>A review of the California Dashboard shows that Suspension Rates for SWD are Red at Ranchos Middle School, Liberty High School and</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>Webster Elementary School. Webster Elementary also has SWD in the Red for Chronic Absenteeism.</p> <p>The District is working with Madera County Superintendent Of Schools on analyzing suspension data for students with disabilities to determine a root cause. The intent is to then turn this information into actionable steps that will be included in future LCAPs.</p> <p>The expenditures for this action are covered under Goal 1, Action 1.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be engaged in learning state standards through a rigorous and relevant curriculum.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

GVUSD believes, and research supports that students need rigor and relevance in their curriculum. Students who are provided with a rigorous and relevant/interesting curriculum are more engaged and learn at a higher level. In addition, well designed and focused curriculum will be essential in closing achievement gaps. With an increasing number of Students with Disabilities, English Learners and Socio Economically disadvantaged students GVUSD is committed to providing the best first instruction for all students and their circumstances. This approach includes full implementation of common core state standards, ELD standards and a broad course of study. English proficiency for all students, well aligned math curriculum and access to literature and resource materials to keep kids engaged and learning at a high level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Access to standards-aligned curriculum & materials.	100%			100%	
2.2	Implementation of State Standards	NGSS - Fully Implemented ELD - Initial Implementation; Working to improve implementation with fidelity			NGSS- Fully Implemented ELD - Fully Implemented CCSS - Fully Implemented	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All existing CCSS have been implemented Data Source: Dashboard Implementation Rubric Year: 2024			Data Source: Dashboard Implementation Rubric Year: 2027	
2.3	School Attendance Rate	95.34% Data Source: AERIES Year: 23-24			97% Data Source: AERIES Year: 26-27	
2.4	Chronic Absenteeism Rate	All Students: 8.8% EL: 10.3% Foster Youth: 26.3% Homeless: 23.1% SED: 13.6% SWD: 18.7% African Am.: 3.3% Asian: 4.1% Hispanic: 11.3% White: 6.8% Data Source: CA Dashboard Year: 2023			All Students: 4% EL: 4% Foster Youth: 4% Homeless: 4% SED: 4% SWD: 4% African Am.: 3% Asian: 3% Hispanic: 4% White: 4% Data Source: CA Dashboard Year: 2023	
2.5	Middle School Drop-out Rate	0% Data Source: CALPADS Report 8.1c Year: 2022-23			0% Data Source: CALPADS Report 8.1c Year: 2025-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	High School Drop-out Rate	7.2% Data Source: DataQuest - Four Year Adjusted Cohort Outcome Year: 2022-23			3% Data Source: DataQuest - Four Year Adjusted Cohort Outcome Year: 2022-23	
2.7	Student access to broad course of study.	Maintain or increase: AP course enrollment: 219 AP courses offered: 11 CTE Course Enrollment: 590 UC/CSU Required Course Enrollment Rate: 99% Dual Enrollment Courses offered: 6 Dual Enrollment Students Enrolled: 115 Data Source: AERIES Year: 2022-23			Maintain or increase: AP course enrollment: 219 AP courses offered: 11 CTE Course Enrollment: 590 UC/CSU Required Course Enrollment Rate: 99% Dual Enrollment Courses offered: 6 Dual Enrollment Students Enrolled: 115 Data Source: AERIES Year: 2025-26	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Basic Educational Services	<p>2.1.1 Maintain & Add Instructional Technology to support student learning.</p> <ul style="list-style-type: none"> • Provide software and adequate time for keyboarding skills to be taught and practiced in elementary Schools. • Chromebook replacement • Technology Technicians <p>2.1.2 Continue to offer (and expand when possible) ROP/CTE/Vocational Education courses in order to provide more relevant course offerings and to better prepare our students for college and career. This action is intended to fund beyond the funding provided by the Federal and State Governments:</p> <ul style="list-style-type: none"> • CTE teachers • CTE equipment and supplies <p>2.1.3 Provide services to students with disabilities (SWD) on Individual Education Plans (IEPs) or who qualify for special education services. This action is intended to fund beyond the funding provided by the Federal and State Governments:</p> <p>Services including Resource Specialist Program (RSP), Special Day Class (SDC), Speech, and Adult Transition Program.</p> <ul style="list-style-type: none"> • SLPs • Psychologists 	\$9,520,411.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Teachers Paraprofessionals Materials & Supplies Accommodations and Special Education related services <p>2.1.4 Broad Course of Study (Music & Arts) Continue to improve music program.</p> <ul style="list-style-type: none"> Expand/Enhance elementary music Adjust music offerings in MS/HS to increase student participation <p>This action will Increase access to Arts Education by adding:</p> <ul style="list-style-type: none"> Drama stipends Elementary Art Teacher Additional shared music teacher <p>It is intended that these additions will funded from Prop 28 funding and will provide greater access to a broad course of study for Elementary students (including EL, SWD, SED and FY).</p> <p>2.1.5 Broad Course of Study (Electives) Expand elective opportunities for students as funding allows.</p> <ul style="list-style-type: none"> Increase to 7 periods to allow for EL, SWD and SED students to have greater access to a additional elective survey students to find interests for additional electives <p>This action will provide for prep-buy outs, supplies and other instructional needs as we seek to provide more elective offerings to our middle and high school students.</p>		
2.2	English proficiency for multi-lingual students.	Provide time for teachers to collaborate, analyze English Language Development (ELD) data, and plan instruction to close learning gaps. This action pays for elementary teachers to use 1.5 hours per month during the early release time for each of the 62 elementary teachers to plan and provide additional ELD supports to improve academic progress for EL students.	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Access to literature and resource materials.	<p>Maintain Library budget to increase access to literature and resource materials for EL, SED and Foster youth students who may not otherwise have access outside of school. These are over and above our core books and materials.</p> <ul style="list-style-type: none"> • Provide books/materials in languages other than English • Purchase databases and online resources available in multiple languages • Purchase audio books 	\$115,000.00	Yes
2.4	Accelerated Learner Support	<p>Coordinators at each elementary site to identify and support students who need GATE services. This action will include stipends for GATE Coordinators, supplies, and a diagnostic assessment.</p> <p>Parents have indicated in community meetings and district surveys that students would benefit significantly from a Gifted and Talented Program at each elementary site in GVUSD.</p> <p>This program will be focused on individuals who demonstrate outstanding levels of aptitude, competence in one or more domains. Domains include any structured area of activity with its own symbol system and/or set of sensorimotor skills.</p> <p>Students who are identified through the district GATE assessment, along with other measures including state assessment, and teacher documentation will receive focused instruction based on enrichment and extension</p> <p>Golden Valley Unified will support by providing training and teacher collaboration with the identified coordinators at each elementary site.</p> <p>Elementary sites will work with their leadership teams to plan and implement their own GATE program according to the needs of the community and the students at that site.</p> <p>Funding for this action will be included in Goal 2, Action 1.</p>		No

Action #	Title	Description	Total Funds	Contributing
2.5	MTSS/PBIS Implementation Support	<p>Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically, FY Suspension Rate at the district level and SED Suspension Rates for Ranchos Middle School and Webster Elementary.</p> <p>This action will pay for administrative support for school sites in developing and implementing Multi-Tiered Systems of Support and Positive Behavior Intervention Systems to better support our EL, FY and SED students. Although directed principally at serving EL, FY, and SED students, since 50% of our SWD are also SED, this action also supports our SWD students.</p>	\$80,000.00	Yes
2.6	LTEL Support	<p>GVUSD has a numerically significant LTELs pupil subgroup (at least 15) and supports will be provided to strengthen language acquisition programs specific to LTELs.</p> <p>This action is intended to increase support for Long Term English Learners (LTEL). The action will pay for a Teacher on Special Assignment (TOSA) to provide instructional coaching to teachers serving LTEL students.</p>	\$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All Students will be taught by highly qualified professionals in a clean, caring and secure environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order for our students to be successful in becoming college & career ready, staff must be properly trained to deliver the rigorous curriculum. In addition, research has shown that students can only perform at their best in a clean, safe and caring environment. Our survey results and suspension rates indicate there is room for improvement. GVUSD is also committed to supporting our teachers and support staff and will work to increase compensation if funds become available. GVUSD will use the data on facilities, credentialing along with surveys to inform our professional development and school maintenance efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool Data	All Sites Exemplary Rating Data Source: FIT Report Year: 2023			All Sites Exemplary Rating Data Source: FIT Report Year: 2026	
3.2	Suspension Rate	All Students: 3.7% EL: 1.6% Foster Youth: 16.4% Homeless: 10% SED: 5.6% SWD: 7.8% African Am.: 1.9% Asian: 1.9%			All Students: 2% EL: 1% Foster Youth: 2% Homeless: 2% SED: 2% SWD: 2% African Am.: 1% Asian: 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 4.6% White: 2.6% Data Source: CA Dashboard Year: 2023			Hispanic: 2% White: 2%	
3.3	Expulsion Rate	0% Data Source: DataQuest Year: 2022-23			0% Data Source: DataQuest Year: 2025-26	
3.4	Student Survey Data	Like coming to school 72% Feel safe at school 85% Discipline is fair and consistent 81.4% Students treat each other with respect 66% My teacher helps me learn 89% My school is kept clean and in good condition 58.4% My school is a pleasant place where I can be successful 87.9 Data Source: District Survey Year 2023			Like coming to school: 90% Feel Safe at School: 95% Discipline is fair and consistent: 95% Students treat each other with respect: 90% My teacher helps me learn: 99% My school is kept clean and in good condition: 99% My school is a pleasant place where I can be successful: 95% Data Source: District Survey Year 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Teacher Assignment	"Clear" 79.9% Data Source: Data Quest Year: 22-23			"Clear" 95% Data Source: Data Quest Year: 25-26	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe & Clean Environments	3.1.1 Custodial and Grounds Services Provide custodial and grounds services that will provide a direct and indirect role in Golden Valley Unified’s academic performance, student connectedness, and overall school climate. These services impact: Safety and cleanliness	\$9,804,721.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Positive school climate Support for student engagement Resource allocation Community perception Environmental impact</p> <p>3.1.2 Maintenance & Repair of School Facilities Provide maintenance and repair of school facilities that will provide a direct and indirect role in Golden Valley Unified's academic performance, student connectedness, and overall school climate. These services impact: Safety and health Comfort and accessibility Positive learning environment Reduced disruptions Teacher morale and effectiveness Community perception and support</p>		
3.2	Effective teaching for our EL, Foster Youth, and SED students	<p>Professional Development for teachers to include (but not limited to): Student Focused Lesson Design Effective Classroom Management Implementation of ELD standards This action will pay for 0.25 FTE of an Instructional Coach.</p>	\$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	GVUSD staff will find innovative ways to involve parents and community members in preparing our students for college and careers.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is well documented that the more involved parents are in the education of their child, the more likely the child is to be successful in school. GVUSD will use survey data to help achieve our goal of preparing students for college and careers. As we increase parental involvement and inform our students and parents about our educational programs GVUSD believes it can better prepare our students for college and careers. We will measure and monitor our parental engagement and student engagement in an effort to improve student college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Survey Data	<p>I feel welcomed by staff at my school: 83.1%</p> <p>School informs me on what my student is expected to learn: 74.3%</p> <p>I am provided timely information about my student's progress: 80.7%</p>			<p>I feel welcomed by staff at my school: 95%</p> <p>School informs me on what my student is expected to learn: 90%</p> <p>I am provided timely information</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Communication from my student's teacher(s) is helpful: 80.6%</p> <p>Teachers return my phone calls or emails in a timely manner. (within two days): 80.5%</p> <p>School website is complete & easy to use: 71.4%</p> <p>I have volunteered to help at school or on field trips: 66.5%</p> <p>I have attended school assemblies or programs during school or in the evening: 92.1%</p> <p>The school makes an effort to ensure all parents receive notices about meetings: 82.7%</p> <p>I have ample opportunities to become involved in school activities: 88.4%</p>			<p>about my student's progress: 90%</p> <p>Communication from my student's teacher(s) is helpful: 90%</p> <p>Teachers return my phone calls or emails in a timely manner. (within two days): 98%</p> <p>School website is complete & easy to use: 90%</p> <p>I have volunteered to help at school or on field trips: 85%</p> <p>I have attended school assemblies or programs during school or in the evening: 85%</p> <p>The school makes an effort to ensure all parents receive notices about meetings: 98%</p> <p>I have ample opportunities to become involved</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					in school activities:95%	
4.2	Parent Local Engagement Indicator	Met			Met	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Effective communication with parents and community.	1.1 Improve communication with parents on student progress, attendance and school activities. <ul style="list-style-type: none"> Ensure websites are kept updated Parent trainings on how to use the District online resources to monitor student progress and help their child 	\$2,033,811.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Utilize Edlio to disseminate information to parents regarding school and District events <p>1.2 Solicit input from parents and community members on the student needs and the education of students.</p> <ul style="list-style-type: none"> Collect information from established parent groups Hold community meetings with principals and the Superintendent Conduct online/paper & pencil surveys <p>1.3 Provide translated communications</p>		
4.2	Intentionally engaging parents of EL, SED and Foster students.	<p>Continue to improve communication with parents/guardians of targeted students.</p> <ul style="list-style-type: none"> Solicit information from parents of students in focus subgroups (EL, SED, Foster, and SWD) Surveys Parent meetings <p>> Send multiple reminders out to remind parents of meetings (DAC & DELAC meetings)</p> <p>> Children friendly meeting environments</p> <ul style="list-style-type: none"> Information on how to help/advocate for their children within the school system. <p>(Costs associated with this action are reflected in Goal 3, Action 1 and Goal 4, Action 1)</p>		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the graduation rate at Educational Options (alternative education) school sites by 3% over the next three years.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In examining the school dashboard, Lincoln Community Day, Centennial Independent Study, Valley Children's Hospital, and Independence Continuation High School only had indicators that were "Blue" or "Yellow". The "Yellow", while still high, declined by 6.9%. Strategies in place for suspension rates are working. While none of these schools have student numbers high enough to receive a Dashboard Ranking, the overall Graduation Rate for these 4 schools is 83%. Therefore, these Educational Options schools have chosen to focus on improving graduation rates at these schools and utilizing Equity Multiplier Funds to help them do so.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rates	Due to the small population size, graduation rates are not available on the CA Dashboard for Valley Children's Hospital, Lincoln Community Day, Centennial IS or Independence Continuation HS. However, the number of graduates for all programs combined was 23.			Number of Graduates 28 Data Source: CALPADS Report 1.22 Year: 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CALPADS Report 1.22 Year: 2024				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Increase attendance rates	GVUSD believes that students are most successful when they at school, receiving direct instruction from their teachers and collaboratng with their peers. Staff will create a better process to do the following: <ul style="list-style-type: none"> Complete daily attendance checks 	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Make personal phone calls daily to parents/guardians of the students who are absent within the first thirty minutes of school starting • Conduct weekly attendance checks with administration and office staff • Hold student and parent/guardian meetings to address attendance concerns and seek to discover the why behind poor attendance • Hold students accountable to the 90% attendance rate • Conduct student data dives every six weeks focusing on attendance • Positive student recognition and incentives based on attendance 		
5.2	Increase student engagement	<p>Effectively engaging students starts with developing relationships with students and their families.</p> <p>Staff will work on processes to more effectively ensure that the following happens:</p> <ul style="list-style-type: none"> • Make personal phone calls to parents/guardians of students who have D's and/or F's • Conduct weekly grade checks with administration, teachers, and office staff • Hold student and parent/guardian meetings to address academic concerns and seek to discover the why behind poor academic success • Conduct student data dives every six weeks focusing on grades and behavior • Track student participation in school related and extracurricular activities • Provide professional learning opportunities for teachers and staff • Set school wide cross-curricular expectations at the beginning of the school year amongst all Educational Options schools • Positive student recognition and incentives based on participation and grades <p>This action will pay for tools, supplies and training for teachers and other</p>	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		staff to create, implement and monitor these processes.		
5.3	Increase project based learning opportunities	<p>These Educational options schools will utilize Equity Multiplier funds to implement more project based learning for their students. Project based learning enhances student learning and achievement through engaging, the use of "real-world" problems. This provides a better context and application for students to learn and grow from. Funds will be used to do the following:</p> <ul style="list-style-type: none"> • Provide professional learning opportunities for teachers • Set school wide curriculum/project expectations at the beginning of the school year amongst all Educational Options schools • Provide time for teachers to plan and work together • Develop standards based curriculum around project based learning 	\$36,000.00	No
5.4	Increase the number of elective class options	<p>In order to keep students engaged, there is a need for more opportunities to offer elective classes that the students want. This action will use focus on creating these options through the following:</p> <ul style="list-style-type: none"> • Develop a master schedule for all Educational Options schools to increase the number of elective classes • Work in conjunction with the district's comprehensive high school to develop classes that can be offered to include Educational Options students • Develop partnerships with Community Colleges to allow students to enroll in established high school enrichment programs • Offer additional class sections for elective classes • Provide online curriculum to offer additional elective classes 	\$42,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	5. Provide additional academic resources	<p>Educational Options will provide students with additional academic resources.</p> <ul style="list-style-type: none"> • Curriculum focused on building and supporting reading skills/levels (primary literacy, phonics and leveled readers) • Curriculum focused on building and supporting math skills/levels (mathematics concepts through manipulatives) • NWEA (ELA/Math) • Provide professional learning opportunities for teachers and staff • Parent/Learning Coaches workshops to help support learning literacy and mathematics concepts through manipulatives 	\$35,000.00	No
5.6	Additional staff suport	<p>Provide a student advocate to work with students throughout all Educational Options school sites</p> <ul style="list-style-type: none"> • Review weekly grade checks with administration, teachers, and staff • Hold student and parent/guardian meetings to address academic concerns and seek to discover the why behind poor academic success • Review student data dive information every six weeks focusing on attendance, grades, and behavior • Track student participation in school related and extracurricular activities • Track student academic and credit recovery progress • Provide professional learning opportunities for staff • Plan and prepare positive student recognition and incentives based on attendance, grades, and behavior • Plan and prepare educational field trips to increase attendance, higher grades, and positive behavior • Provide a safe place and additional support for students to go to on campus if/when needed 	\$61,234.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,639,365.00	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.520%	0.000%	\$0.00	8.520%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Extended Learning for Students.</p> <p>Need: A review of Smarter Balanced indicates that English Learners (EL), Foster Youth (FY), and Low-Income (SED) students need to improve their scores on ELA and Math state assessments compared to the all-student group. SBAC ELA</p>	<p>After-school tutoring will provide extra help for students struggling academically, in order to improve their progress and close achievement gaps, as measured on SBAC and local assessments.</p> <p>During the 2024-2025 school year, we plan to provide after-school tutoring for elementary, middle, and high school students. This initiative includes stipends for seven elementary teachers,</p>	<p>SBAC ELA and Math Assessments</p> <p>NWEA ELA and Math Assessments</p> <p>IXL Diagnostic Assessments</p> <p>Graduation Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students: 8.2 EL DFS: -35.2 SED DFS: -21.4 FY DFS: -89.1</p> <p>SBAC Math All Students: -24.3 EL DFS: -58.4 SED DFS: -50.9 FY DFS: -117.3</p> <p>The assessment revealed that EL, FY, and SED students are not achieving at the same level as their peers. Providing optimal support for these students includes offering tutoring and other targeted interventions. This action is intended to provide additional support to EL, FY and SED students in order to close the achievement gap on the SBAC assessments.</p> <p>Scope: Schoolwide</p>	<p>one middle school teacher, and eight high school teachers to deliver these services to our students.</p> <p>Hattie Visible Learning Research shows Interventions for students with learning needs has an effect size of 0.77 and After School Programs has an effect size of 0.40. While this action is principally directed toward the needs of SED, Foster Youth, and EL students, the after school tutoring program will benefit all students. While it is difficult to tie student success directly to student achievement, students, parents and staff believe that students have benefitted from their participation in tutoring. Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. Expanded learning time in summer school provides extended time for teachers to work with students on basic literacy and mathematics skills. English learners will receive additional English language development opportunities. Enrichment classes will build background knowledge that is necessary for building vocabulary and increasing reading and writing achievement. By providing expanded teaching and learning time, including summer school and before- and after-school programs that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for SBAC ELA and math achievement and EAP</p>	<p>EL Progress</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		results for our Low-Income students, English Learners, and Foster Youth.	
1.3	<p>Action: Academic & Social Emotional Support</p> <p>Need: A review of chronic absenteeism rates indicates that the rates for English Learners (EL), Foster Youth (FY), Homeless and Low-Income (SED) students need to be decreased compared to the all-student group. Additionally, a review of the suspension indicator on the California Dashboard shows that suspension rates for FY, Homeless, and SED students are still higher than those of the all-student group.</p> <p>Chronic Absenteeism All Students: 8.8% EL: 10.3% Foster Youth: 26.3% Homeless: 23.1% SED: 13.6%</p> <p>Suspension Rates All Students: 3.7% Foster Youth: 16.4% Homeless: 10% SED: 5.6%</p> <p>Webster Elementary: Chronic Absenteeism SED: 20.6%</p> <p>Suspension Rate</p>	<p>This action will maintain counseling support for our unduplicated students at our Educational Options sites.</p> <p>Previously, counseling services for Educational Options were provided on an as-needed basis by Liberty High School counselors. An additional position now allows Educational Options to have a dedicated counselor, benefiting many Foster Youth students. During the 2023-24 school year, this resulted in a reduction in suspensions, with only 7 suspensions over the course of the year.</p> <p>Liberty High School will also continue the services of a Student Advocate who works closely with the school counselors. This was started in the fall 2023 and has provided an additional point of contact for our Foster, Homeless, SED and EL students.</p> <p>Additionally, GVUSD will seek to employ an elementary behavioral counselor using one-time funds for the 2024-25 school year.</p> <p>This action is intended to help our schools better meet the social emotional needs of our EL, FY, and SED students, which we hope will help these students feel more connected to school, want to attend, reduce behaviors and increase achievement. Feeling connected to school and attending regularly will improve Chronic Absenteeism, suspension and graduation rates, as well as performance on the SBAC and Local</p>	<p>Chronic Absenteeism Rates</p> <p>Suspension Rates</p> <p>Graduation Rate</p> <p>Drop-out Rate</p> <p>SBAC and NWEA Assessments</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED: 4.5%</p> <p>A local needs assessment reveals that when EL, FY, and SED students struggle with mental health issues, it can affect their ability to make appropriate choices and attend school regularly. These students would benefit from early intervention, individualized support, crisis intervention, and access to community resources.</p> <p>Parents have requested social-emotional support services to remove barriers impacting school attendance and to equip their students with resources to make better choices.</p> <p>Scope: LEA-wide</p>	<p>assessments.</p> <p>Research shows that Social Emotional Learning activities not only improve achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011) [https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta]. We expect to see increased connectedness to school, prosocial behaviors, and a decline in chronic absenteeism for our low-income students, students with disabilities, Foster Youth, and Homeless.</p>	
1.4	<p>Action: Acceleration opportunities for court placed, SED, and Foster youth to get back on track.</p> <p>Need: Foster/Homeless data cannot be provided at the site level due to low numbers and the need to protect privacy. District-wide, FY students were orange (26.3%) for Chronic Absenteeism, and Red (16.4%) Suspension Rate,.</p> <p>GVUSD's Educational Options sites average over 70% in SED students.</p>	<p>Base services for these students would include 1.5 teachers and a 0.5 principal, as funded in the past.</p> <p>To meet the needs of our SED, EL, and Foster Youth students, we are providing additional staffing to maintain and improve instructional quality, enhance graduation rates, improve college and career readiness, and reduce dropout rates. To keep student-to-teacher ratios low and build stronger relationships, we will fund staffing beyond our CBA ratios. This includes a full-time principal and seven full-time teachers assigned to Educational Options: 2 FTE at Independence, 1 FTE at Lincoln, 1.5 FTE at Centennial, 0.5 FTE at Golden Valley Adult School, 2 FTE at Freedom, and 1 FTE at Valley Children's. We also have two</p>	<p>Graduation Rate</p> <p>College Career Readiness Index</p> <p>Dropout Rate/</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>During the 2023-24 school year, GVUSD saw an improvement in the graduation numbers for students in Educational Options schools 20 (22/23) to 23 (23/24). Due to small population size rates for each school could not be calculated. Additionally, in 2022-23, Independence Continuation High School improved its suspension rates (declined by 9.6%) and no longer qualifies for CSI funding. Therefore, this action appears to be effective and is being continued.</p> <p>Scope: Schoolwide</p>	<p>six-hour paraprofessionals assigned to Educational Options to provide additional support to our students.</p> <p>Additionally, we will purchase credit recovery curriculum (Edgenuity) to help students get back on track to graduate. \$32,000 will be spent on Edgenuity for the 2023-2024 school year. At Educational Options, we supported 37 credit-deficient students in the fall, and this number increased to 48 students in the spring semester.</p> <p>These programs are principally directed towards low income and foster youth, so that they can get more individualized support that will help them achieve better academic outcomes (graduation, for one example). GVUSD prides itself on ensuring that all students have access to the comprehensive program, however, there are times when students benefit from a smaller class/school setting, home school, or online instruction, and many of our most vulnerable students graduate from these programs when they would not have been able to graduate from GVUSD's traditional high school. Also, there is a significant body of research showing that school choice is positively associated with academic achievement (DeAngelis and Erickson, 2018).</p>	
1.5	<p>Action: Diagnostics for identifying learning gaps and provide appropriate interventions.</p> <p>Need: A review of Smarter Balanced in ELA and Math indicates that the academic achievement</p>	<p>Golden Valley Unified School District recognizes the importance of utilizing computer-based data management systems to effectively monitor student achievement and track academic progress. By continuing to invest in these systems, the district aims to enhance its ability to identify learning gaps and provide targeted support for</p>	<p>ELA and Math SBAC Percent Proficient for EL, FY, SED and all students</p> <p>ELA and Math Local Assessments for EL, FY, SED and all students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>of English Learners (EL), Foster Youth (FY), and Low-Income (SED) students needs to be improved compared to the all-student group.</p> <p>SBAC ELA All: 8.2 EL DFS: -35.2 SED DFS: -21.4 FY DFS: -89.1</p> <p>SBAC Math All: -24.3 EL DFS: -58.4 SED DFS: -50.9 FY DFS: -117.3</p> <p>A local needs assessment revealed that these students would benefit significantly from progress monitoring, which would allow for more targeted and deliberate instruction to address learning gaps. Additionally, EL, FY, and SED students would benefit from personalized instruction, interventions, and targeted strategies.</p> <p>Furthermore, teachers need an efficient system to record student progress. The district currently lacks to pull data for some intervention groups to determine effectiveness.</p> <p>Scope: LEA-wide</p>	<p>English Learners (EL), Foster Youth (FY), and Low-Income (SED) students.</p> <p>Computer-based data management systems will help improve EL, FY, and SED student performance in several ways:</p> <p>Data Analysis: These systems will collect and analyze various types of data, including academic performance, attendance records, and behavioral patterns. By examining this data, educators can identify trends, areas for improvement, and students who may need additional support. >GVUSD will work with our vendors to create intervention groups for monitoring the progress of our EL, FY and SED students.</p> <p>Individualized Instruction: With access to detailed student data, teachers can personalize instruction to better meet the needs of each student. They can identify specific areas where students are struggling and provide targeted interventions or enrichment activities accordingly.</p> <p>Targeted Interventions: Data management systems will help the district identify students at risk of falling behind academically. By flagging these students early, the district can implement targeted interventions to address their needs and prevent further academic decline.</p> <p>Even after Low-Income students, English Learners, and Foster Youth have received appropriate interventions, it is possible that, while “some well-designed and implemented cognitive, social and emotional interventions produce</p>	<p>ELA and Math SBAC distance from standard for EL, FY, SED and all students</p> <p>District Surveys</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>immediate impacts on child and adolescent outcomes. Sharp reductions in subsequent intervention effects are typically observed ...” (Bailey, et. al., 2018). Data also show that the impact has been most felt by our low-income students. In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working, and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. We expect that by having reliable, useable data sources, we will target instruction for Low-Income students, English Learners, and Foster Youth to get increased academic outcomes in the metrics associated with Goal 1.</p>	
1.6	<p>Action: Additional Supports for unduplicated students.</p> <p>Need: A review of Smarter Balanced indicates that English Learners (EL), Foster Youth (FY), and Low-Income (SED) students need to improve their scores on ELA and Math state and local assessments compared to the all-student group.</p> <p>SBAC ELA All: 8.2</p>	<p>Maintain ELA and Math intervention/support classes for SED, Foster Youth, and EL students at all comprehensive sites to increase achievement. Monitor data to ensure interventions are effective and adjust intervention models as needed.</p> <p>Intervention Programs:</p> <p>Reading Lab/Support Classes Bilingual Aides Middle School Co-Lab Elementary Level:</p>	<p>SBAC ELA and Math Assessments</p> <p>NWEA ELA and Math Assessments</p> <p>IXL Diagnostic Assessments</p> <p>Graduation Rates</p> <p>EL Progress</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL DFS: -35.2 SED DFS: -21.4 FY DFS: -89.1</p> <p>SBAC Math All: -24.3 EL DFS: -58.4 SED DFS: -50.9 FY DFS: -117.3</p> <p>A needs assessment revealed that EL, FY, and SED students have diverse needs and circumstances. Optimal support for these students involves providing intervention services directly at their school sites, leveraging their sense of comfort and positive relationships with adult staff members.</p> <p>Scope: LEA-wide</p>	<p>Each school has a 0.5 FTE Reading Intervention Specialist assigned to the lab, along with paraprofessionals.</p> <p>Middle School:</p> <p>The co-lab has an extra ELA teacher and an extra Math teacher assigned to provide direct support to students. A 3.5-hour Bilingual Aide is assigned to the middle school to support EL students.</p> <p>High School:</p> <p>A 6-hour Bilingual Aide is assigned to the high school to support EL students. An embedded tutorial period is provided to offer academic support to all EL, Foster Youth, and SED students. The costs of funding the reading labs and tutorials at the school sites are included in this action, which covers hourly rates for high school, middle school, and elementary teachers.</p> <p>The District Reading Lab for struggling readers will continue. Hattie's research (2008) showed an effect size of .77 for comprehensive interventions. An effect size of .40 is considered to be significant in its positive impact on learning. We know that Hattie (2008) found effect sizes of .58 for reading comprehension programs; .60 for phonics programs; and .67 for both vocabulary programs and repeated reading programs. The "What Works Clearinghouse" found repeated reading has shown increased achievement in reading comprehension. Armed with this and additional information, the District will invest in materials that have shown evidence of success with our neediest students.</p>	

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		<p>Fountas and Pinnell (2001) state that readers need to be able to apply and modify strategies depending on the purpose of the text. They suggest that guided reading sessions, involving explicit teaching and modelling of a broad range of strategies to suit familiar and new text types, supports reading development. They add that, “through guided reading you can demonstrate how a reader constructs meaning from text, makes personal connections with text, and goes beyond text. You can provide specific support for readers as they delve into texts for themselves, meeting challenges by using a range of skills”.</p> <p>Consequently, we anticipate improved outcomes in SBAC ELA and Math assessments for our Low-Income students, English Learners, and Foster Youth. While this action is principally directed towards the needs of EL, Foster and low-income students, all GVUSD students may benefit from intervention programs.</p>	
2.3	<p>Action: Access to literature and resource materials.</p> <p>Need: A review of Smarter Balanced indicates that English Learners (EL), Foster Youth (FY), and Socio-economically Disadvantaged (SED) students need to improve their scores on ELA and Math state assessments compared to the all-student group. SBAC ELA All: 8.2 EL DFS: -35.2 SED DFS: -21.4 FY DFS: -89.1</p>	<p>Maintain Library budget to increase access to literature and resource materials for EL, SED and Foster youth students who may not otherwise have access outside of school.</p> <ul style="list-style-type: none"> • Provide more books/materials in languages other than English • Purchase databases and online resources available in multiple languages • Purchase audio books <p>All sites have access to a school library. Therefore, this is an LEA wide goal to ensure multi-lingual literature is available in all libraries district wide.</p>	<p>This action is being measured for effectiveness by ELA SBAC scores for our EL students. It will also be measured for effectiveness by the ELPAC scores and the Dashboard EL Progress indicator.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our EL student population continues to grow along with our District (2015-16, 88 students or 4.7% EL to currently, 229 students or 8.2% EL. With the increase, more and more of our teachers are requesting library materials in other languages (particularly Spanish).</p> <p>Being located in a semi-rural community, many of our students do not have the opportunity to access public libraries. The library budget was created to allow our Library staff to continually update the books and resources so that our SED, EL and foster youth students can readily access books of interest along with additional research materials they might need to complete school work.</p> <p>According to Hattie's Visual Learning Research, exposure to reading has the potential to accelerate student learning.</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: MTSS/PBIS Implementation Support</p> <p>Need: A review of the California Dashboard shows that Suspension Rates for FY are in the Red for GVUSD. SED students are Red for</p>	GVUSD is committed to implementing a Multi-Tiered System of Support (MTSS) framework to address the academic and behavioral needs of EL, FY, and SED students district-wide. Administrative support dedicated to ensuring effective implementation and alignment across all schools within the district will oversee this comprehensive approach.	<p>SBAC ELA and Math Assessments</p> <p>NWEA ELA and Math Assessments</p> <p>IXL Diagnostic Assessments</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Suspension Rates at both Ranchos Middle School and Webster Elementary School. Webster Elementary also has SED in the Red for Chronic Absenteeism.</p> <p>Students with Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and SED students compared to the all-student group needs to be increased.</p> <p>SBAC ELA All: 8.2 EL DFS: -35.2 SED DFS: -21.4 FY DFS: -89.1</p> <p>SBAC Math All: -24.3 EL DFS: -58.4 SED DFS: -50.9 FY DFS: -117.3</p> <p>A local needs assessment shows that EL, FY, and SED students will benefit significantly from a Multi-Tiered System of Support (MTSS) as MTSS provides targeted and tiered support for academic, social, and emotional needs and increased access to interventions and supports. Within the system, tailored academic and behavioral interventions are needed to address their diverse needs and promote their academic and social-emotional well-being, including targeted strategies such as trauma-informed care and resource allocation to reduce suspension rates and ensure equitable</p>	<p>Specifically tailored to serve EL, FY, and SED students, the MTSS model will be designed to meet the diverse needs of these student populations. Academically, the MTSS framework will target closing the achievement gap in Mathematics and ELA, while behaviorally, it aims to reduce suspensions by providing individualized instructional and behavioral support for the identified students.</p> <p>The MTSS framework will ensure the availability of multiple levels of support for EL, FY, and SED learners within each school site. By aligning resources and support services, the framework aims to provide a structured approach for teachers and support staff to effectively address the needs of identified students, thereby promoting success within the classroom environment. District administrative support will collaborate with school administrative teams, teachers, and psychologists to implement, develop, and strengthen MTSS systems. This will involve attending school site meetings and conducting workshops to assess the current state of academic and behavioral MTSS implementation and to formulate improvement plans.</p> <p>The MTSS administrator will oversee the four essential components of the framework: screening to identify students in need of support, progress monitoring to track student growth, a multi-level prevention system to provide targeted interventions, and data-based decision-making to inform instructional and support strategies. Through this coordinated effort, Golden Valley Unified aims to create a supportive and inclusive</p>	<p>EL Progress</p> <p>Suspension Rates</p> <p>Chronic Absenteeism Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>access to support services.</p> <p>Research by Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023) shows that implementing PBIS:</p> <ul style="list-style-type: none"> • Improves achievement, attendance, emotional regulation, and school climate • Decreases disruptive behavior, bullying and peer exclusion, racial inequities, and substance misuse • Decreases educator stress and burnout <p>Parents have indicated in community meetings that students would benefit significantly from a more comprehensive MTSS plan, which places the needs of EL, FY, and SED students at the core of developing systems of support.</p> <p>Scope: LEA-wide</p>	<p>learning environment where SED, EL, and FY students can thrive academically and behaviorally.</p>	
3.2	<p>Action: Effective teaching for our EL, Foster Youth, and SED students</p> <p>Need: A review of the California Dashboard shows that Suspension Rates for FY are in the Red for GVUSD. SED students are Red for Suspension Rates at both Ranchos Middle School and Webster Elementary School.</p>	<p>To support the academic achievement of EL, FY, and LI, GVUSD will provide the following an instructional coach to build the capacity of teachers at all sites:</p> <ul style="list-style-type: none"> to implement California's content standards effectively to implement California ELD standards to implement District-wide Professional Learning Community (PLC) 	<p>NWEA assessments</p> <p>EL Progress Indicator (CA Dashboard)</p> <p>SBAC assessments</p> <p>Reclassification Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Webster Elementary also has SED in the Red for Chronic Absenteeism.</p> <p>Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and SED students compared to the all-student group needs to be increased. This action is intended to improve first instruction by coaching, increasing teacher clarity, and improving teacher subject knowledge. According to Hattie's Visible Learning research, coaching and subject knowledge is "Likely to have positive impact" on student learning. Teacher clarity has "potential to considerably accelerate" student learning. Therefore, we believe that the professional development provided in this action are likely to improve our achievement for our EL, FY and SED students.</p> <p>Scope: LEA-wide</p>	This instructional coach will also work with site administrators to identify training needed for the teachers at their site to better meet the needs of the students in their classrooms.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	Action: English proficiency for multi-lingual students.	This action pays for elementary teachers to use 1.5 hours per month during the early release time	SBAC ELA and Math Assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: The California Dashboard shows that the achievement of our English Learners (EL) needs to be improved compared to the all-student group. ELA All Student Status: 8.2 above DFS (Dashboard 2022) EL DFS: -35.2 Math All Student Status: -24.3 below DFS (Dashboard 2022) EL DFS: -58.4 GVUSD's English Learner Reclassification Rate of 7.2%(2022-23 Data Quest) is lower than desired.</p> <p>GVUSD has experienced growth in the Math Scores of our EL students through our focus in the PLC process at all sites and levels.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>for each of the 62 elementary teachers to plan and provide additional ELD supports to improve academic progress for EL students.</p> <p>An instructional coach and site admin will provide Professional Development (PD) and guidance for teachers as they work through the PLC process focusing on EL student progress (as outlined in action 2.6). In addition, District and site administrators, the instructional coach and several teachers from both elementary and secondary levels will attend the 21CSLA 3 Day ELD institute. Day 1 will set the foundation by (re)familiarizing participants with the ELD standards, deepening their understanding of language concepts, and providing a wide range of examples of application. Days 2 & 3 will contextualize participants' understanding of integrated and designated ELD with an emphasis on planning effective instruction using the ELD standards in alignment with content standards.</p> <p>This action will ensure greater access to core and ELD standards for ELD students.</p> <p>GVUSD is working to Improve the implementation of the ELD standards and monitor EL student progress for effectiveness. Elementary Teachers will use 1 early release day per month focusing on ELD standards implementation and review classroom progress for EL students. The intention of this action is that through collaboration on student data and expected outcomes, teachers will develop their sense of collective efficacy and clarity. Funds will be used for teacher time, materials and Professional Development.</p>	<p>NWEA ELA and Math Assessments</p> <p>English Learner Reclassification Rate</p> <p>IXL Diagnostic Assessments</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		According to Hattie's research, both of these have the potential to considerably accelerate student achievement (0.76 and 1.39 respectively). While this action is principally directed toward the needs of EL students, this action will benefit all students in our LEA.	
2.6	<p>Action: LTEL Support</p> <p>Need: GVUSD's English Learner Reclassification Rate of 7.2%(2022-23 Data Quest) is lower than desired. We desire to improve English proficiency and reclassify EL Students more effectively.</p> <p>A local needs assessment highlighted that LTEL students require explicit language acquisition integrated with subject-matter content, English literacy, and academic vocabulary. The assessment revealed significant struggles among these students in understanding and applying academic language across various subjects. To address these gaps, comprehensive instructional approaches are essential. These approaches should combine language development with content mastery, ensuring LTEL students can succeed academically and reach their full potential.</p> <p>According to Hattie's Visible Learning research, coaching (effect size 0.26) and professional development (effect size 0.44)</p>	<p>To support the academic achievement of LTEL students, GVUSD will provide an instructional coach to provide professional development (PD) and build the capacity of teachers at all sites to:</p> <ul style="list-style-type: none"> • implement California ELD standards • instructional strategies to meet the needs of English Learners • implement District-wide Professional Learning Community (PLC) <p>This instructional coach will also work with site administrators to identify additional training needed for the teachers at their site to better meet the needs of LTEL students in their classrooms.</p>	Reclassification Rates (Data Quest/CALPADS) English Learner Progress (CA Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>are "Likely to have positive impact" on student learning.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

NA

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$30,977,579.00	\$2,639,365.00	8.520%	0.000%	8.520%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$34,244,963.35	\$214,234.00	\$0.00	\$0.00	\$34,459,197.35	\$30,141,890.00	\$4,317,307.35

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Meaningful engagement in school and learning, ensuring learning for ALL.	All	No			All Schools		\$9,255,141.00	\$978,065.00	\$10,233,206.00				\$10,233,206.00	
1	1.2	Extended Learning for Students.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$12,000.00	\$0.00	\$12,000.00				\$12,000.00	
1	1.3	Academic & Social Emotional Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$222,000.00	\$8,000.00	\$230,000.00				\$230,000.00	
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools Specific Schools: Centennial Independent Study, Independence Continuation, Valley Childrens Hospital, Lincoln Community Day School	Ongoing	\$815,000.00	\$32,000.00	\$847,000.00				\$847,000.00	
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$149,950.00	\$149,950.00				\$149,950.00	
1	1.6	Additional Supports for unduplicated students.	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Sierra	Ongoing	\$1,100,000.00	\$3,864.35	\$1,103,864.35				\$1,103,864.35	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	View, Stone Creek, Webster, Ranchos Middle, and Liberty High									
1	1.7	Summer Extended Learning and Credit Recovery	All	No			All Schools									
1	1.8	Special Education Professional Learning Communities	Students with Disabilities	No			All Schools									
1	1.9	Special Education Differentiated Assistance (DA) Professional Learning	Students with Disabilities	No			Specific Schools: Liberty High School, Ranchos Middle School, and Webster Elementary School									
2	2.1	Basic Educational Services	All	No			All Schools		\$8,346,734.00	\$1,173,677.00	\$9,520,411.00				\$9,520,411.00	
2	2.2	English proficiency for multi-lingual students.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-6		\$65,000.00	\$0.00	\$65,000.00				\$65,000.00	
2	2.3	Access to literature and resource materials.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$115,000.00	\$115,000.00				\$115,000.00	
2	2.4	Accelerated Learner Support	All	No			All Schools Specific Schools: Sierra View, Stone Creek and Webster Elementary									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry									
2	2.5	MTSS/PBIS Implementation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	
2	2.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
3	3.1	Safe & Clean Environments	All	No			All Schools		\$8,239,817.00	\$1,564,904.00	\$9,804,721.00				\$9,804,721.00	
3	3.2	Effective teaching for our EL, Foster Youth, and SED students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
4	4.1	Effective communication with parents and community.	All	No			All Schools		\$1,838,198.00	\$195,613.00	\$2,033,811.00				\$2,033,811.00	
4	4.2	Intentionally engaging parents of EL, SED and Foster students.	All	No			All Schools									
5	5.1	Increase attendance rates	All	No					\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
5	5.2	Increase student engagement	All	No					\$10,000.00	\$25,000.00		\$35,000.00			\$35,000.00	
5	5.3	Increase project based learning opportunities	All	No					\$18,000.00	\$18,000.00		\$36,000.00			\$36,000.00	
5	5.4	Increase the number of elective class options	All	No					\$30,000.00	\$12,000.00		\$42,000.00			\$42,000.00	
5	5.5	5. Provide additional academic resources	All	No					\$5,000.00	\$30,000.00		\$35,000.00			\$35,000.00	
5	5.6	Additional staff suport	All	No					\$55,000.00	\$6,234.00		\$61,234.00			\$61,234.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$30,977,579.00	\$2,639,365.00	8.520%	0.000%	8.520%	\$2,652,814.35	0.000%	8.564 %	Total:	\$2,652,814.35
								LEA-wide Total:	\$1,703,814.35
								Limited Total:	\$90,000.00
								Schoolwide Total:	\$859,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Extended Learning for Students.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
1	1.3	Academic & Social Emotional Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$230,000.00	
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Yes	Schoolwide	Foster Youth Low Income	All Schools Specific Schools: Centennial Independent Study, Independence Continuation, Valley Childrens Hospital, Lincoln Community Day School	\$847,000.00	
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,950.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Additional Supports for unduplicated students.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Sierra View, Stone Creek, Webster, Ranchos Middle, and Liberty High	\$1,103,864.35	
2	2.2	English proficiency for multi-lingual students.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-6	\$65,000.00	
2	2.3	Access to literature and resource materials.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
2	2.5	MTSS/PBIS Implementation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	
2	2.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,000.00	
3	3.2	Effective teaching for our EL, Foster Youth, and SED students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,954,310.16	\$32,856,798.41

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Meaningful engagement in school and learning.	No	\$9,380,067.00	\$9,786,419.93
1	1.2	Extended Learning for students.	Yes	\$8,795.00	\$11,083.06
1	1.3	Academic & Social Emotional Support	Yes	\$129,512.50	\$221,558.65
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Yes	\$843,813.95	\$845,698.45
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Yes	\$150,846.00	\$278,799.86
1	1.6	Provide Intervention classes for SED, EL and Foster Youth for academic improvement in order to bring students to grade level standard.	Yes	\$1,053,799.71	\$1,050,320.97
1	1.7	Summer Extended Learning and Credit Recovery	No	\$110,000.00	\$110,000.00
2	2.1	Support educational programs to offer a broad course of study.	No	\$8,871,033.00	\$9,104,746.30
2	2.2	English proficiency for multi-lingual students.	Yes	\$149,204.00	\$62,792.90
2	2.3	Access to literature and resource materials.	Yes	\$76,200.00	\$63,721.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Well aligned math curriculum.	No		
3	3.1	Safe, efficient & effective schools.	No	\$8,407,443.00	\$9,376,642.57
3	3.2	Effective teaching for our EL, Foster Youth and SED students.	No		
3	3.3	Instructional support for EL, SED and Foster students.	No		
3	3.4	SEL support for all students	No		
4	4.1	Effective communication with parents and community.	No	\$1,773,596.00	\$1,945,014.16
4	4.2	Intentionally engaging parents of EL, SED and Foster students.	No		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,526,326.00	\$2,412,171.16	\$2,533,975.45	(\$121,804.29)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Extended Learning for students.	Yes	\$8,795.00	\$11,083.06		
1	1.3	Academic & Social Emotional Support	Yes	\$129,512.50	\$221,558.65		
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Yes	\$843,813.95	\$845,698.45		
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Yes	\$150,846.00	\$278,799.86		
1	1.6	Provide Intervention classes for SED, EL and Foster Youth for academic improvement in order to bring students to grade level standard.	Yes	\$1,053,799.71	\$105,0320.97		
2	2.2	English proficiency for multi-lingual students.	Yes	\$149,204.00	\$6,2792.90		
2	2.3	Access to literature and resource materials.	Yes	\$76,200.00	\$63,721.56		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$30,194,568.00	\$2,526,326.00		8.367%	\$2,533,975.45	0.000%	8.392%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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