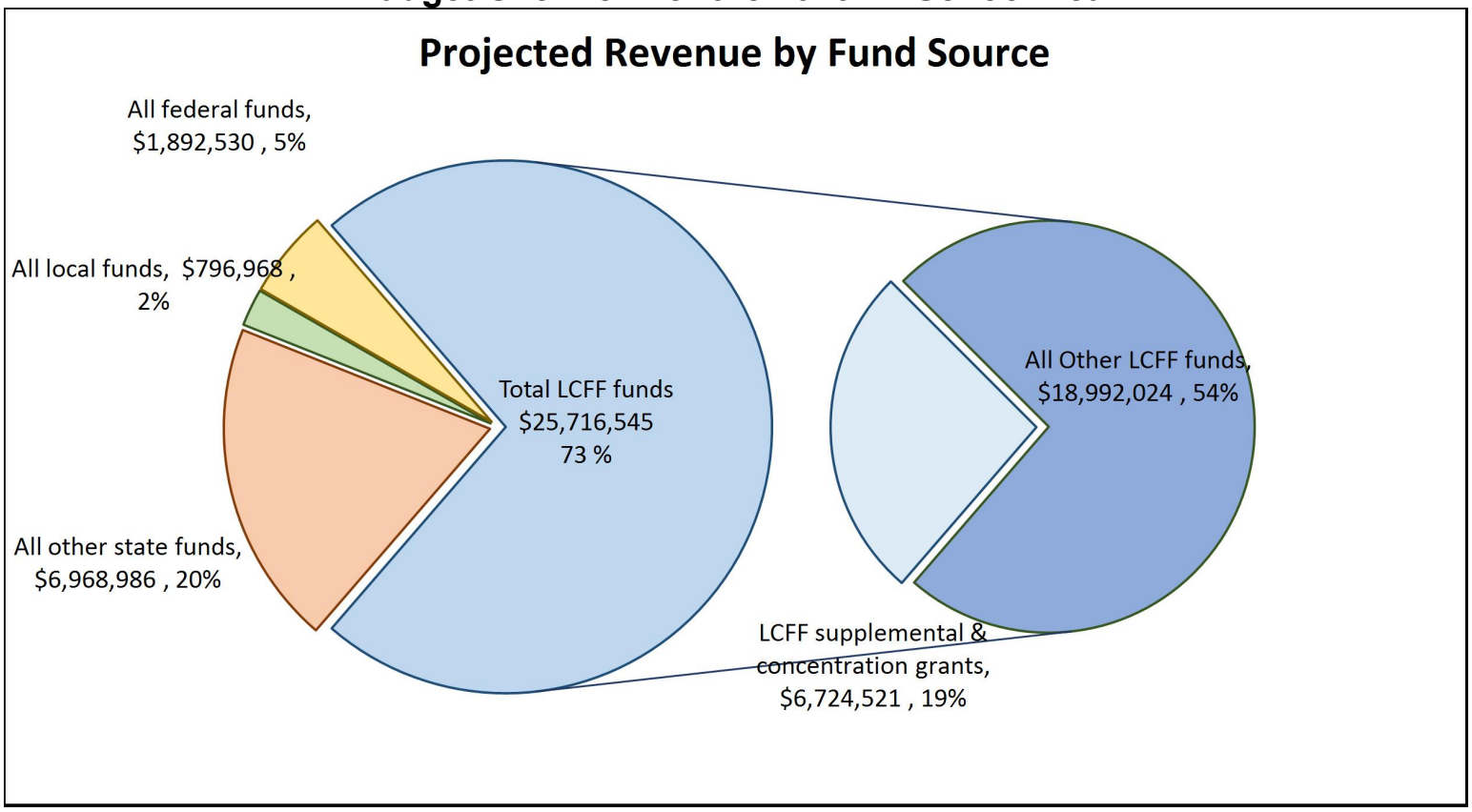
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gustine Unified School District
CDS Code: 24 73619 0000000
School Year: 2026-27
LEA contact information:
Bryan Ballenger
Superintendent
bballenger@gustineusd.org
(209) 854-3784

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 2026-27 School Year

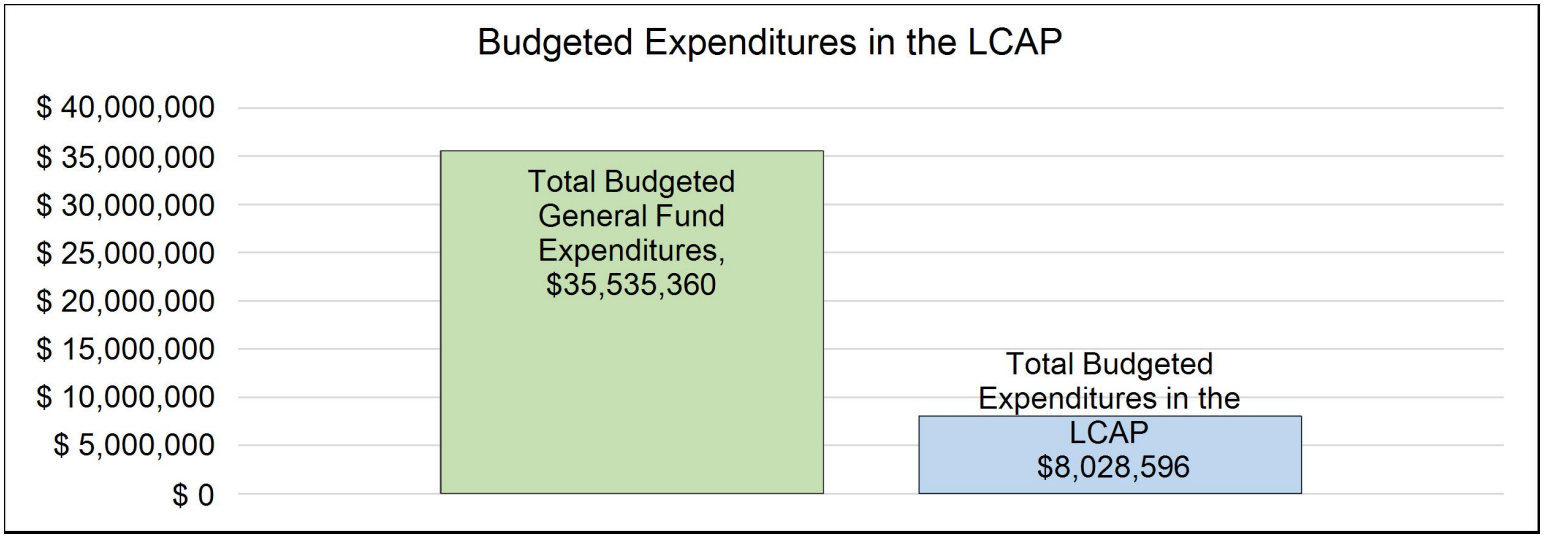


This chart shows the total general purpose revenue Gustine Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gustine Unified School District is $35,375,029, of which $25716545 is Local Control Funding Formula (LCFF), $6,968,986 is other state funds, $796,968 is local funds, and $1,892,530 is federal funds. Of the $25716545 in LCFF Funds, $6,724,521 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Gustine Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gustine Unified School District plans to spend $35,535,360 for the 2026-27 school year. Of that amount, $8,028,596 is tied to actions/services in the LCAP and $27,506,764 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

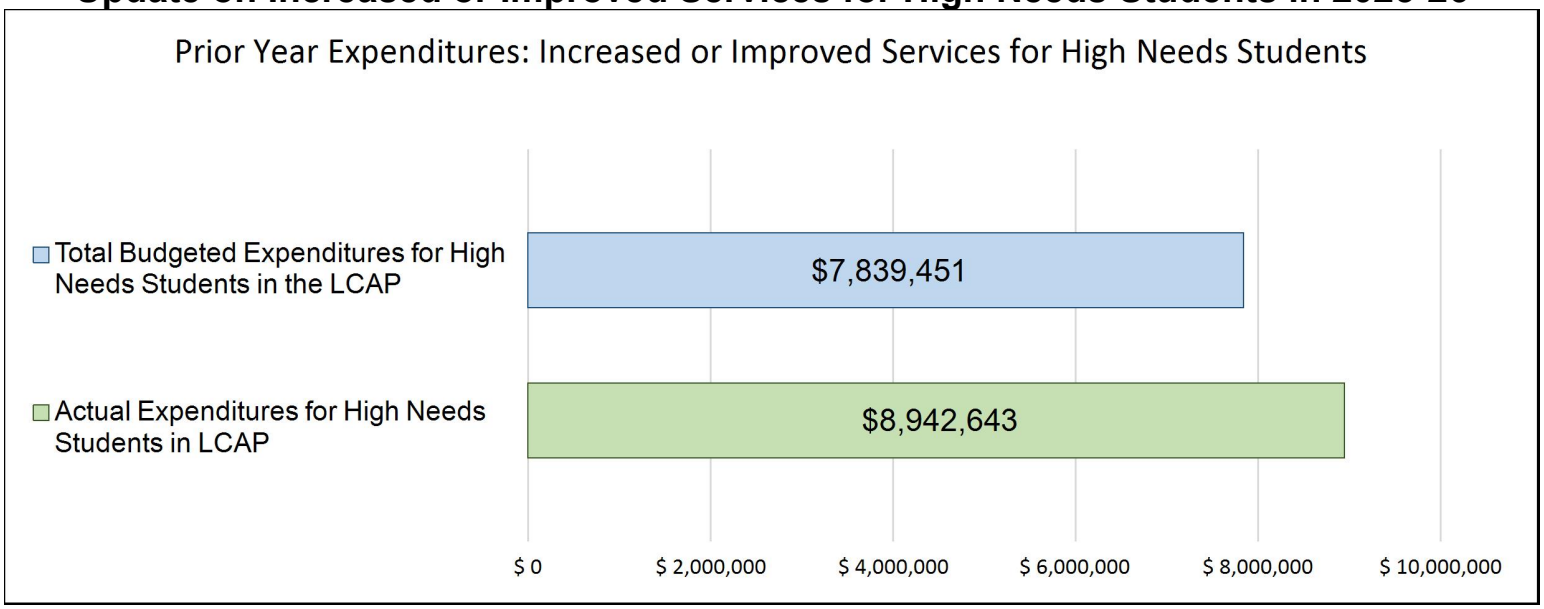
General fund expenditures not reflected in the LCAP include:
*Employee salaries and benefits
*Speech and language services
*Special Education services
*Utilities (electricity, water, sewer, and waste management)
*Contributions to Adult Education and Food Services
*Transportation costs, including buses
*Title I: Supports iliteracy coaches, instructional aides, professional development, and classroom technology to enhance academic achievement
*Title II: Funds professional development for staff
*Title III: Provides services and supplies for English Learners
*Title IV: Covers enrichment-related services, supplies, and teacher librarian
*Title V: Combined with Title I to support student achievement
*Information Technology (IT) services
*District liability insurance
*Legal services

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Gustine Unified School District is projecting it will receive $6,724,521 based on the enrollment of Foster Youth, English learner, and low-income students. Gustine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gustine Unified School District plans to spend $6,885,273 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Gustine Unified School District's LCAP budgeted $7,839,451 for planned actions to increase or improve services for high needs students. Gustine Unified School District actually spent $8,942,643 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gustine Unified School District	Bryan Ballenger Superintendent	bballenger@gustineusd.org (209) 854-3784

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Gustine Unified School District is located in Gustine, a small city in Merced County, California. Gustine is situated in the San Joaquin Valley, known for its agricultural industry. The population of Gustine is approximately 6,000 people. The district serves the educational needs of approximately 1,640 students from transitional kindergarten through 12th grade. There are five schools in the district. Gustine Elementary School is a Transitional Kindergarten through grade five school, serves approximately 465 students, and is located in the city of Gustine. Romero Elementary School is a Transitional Kindergarten through grade five school with approximately 220 students. Romero is located in Santa Nella which is 10 miles south of Gustine. Gustine Middle School is located in the Gustine city limits and serves approximately 345 grade sixth through eighth students. Gustine High School is located on the north side of Gustine and serves 550 students in grades 9-12. Pioneer High School is located in Gustine and is a continuation high school for students in grades 10-12 serving approximately 20 students. There is one adult school in Gustine.

Pioneer High School is receiving Equity Multiplier funding of $51,697. The additional funding allocation is for schools meeting the nonstability and socioeconomically disadvantaged student thresholds in the 2025-2026 school year.

The school district serves students in grades Transitional Kindergarten through twelfth grade. Demographically, the student population in Gustine Unified School District is 83.2% Hispanic, 11.7% White, 1.3% Two or More Races, 1.1% unknown, 0.72% Black or African American, 0.56% Asian, 0.56% Filipino, and 0.45% American Indian or Alaska Native, and 0.11% Pacific Islander. The district's total student enrollment of "unduplicated students" is 85.13%, which is made up of English Learners (34.4%), students from low-income environments (83.2%), and Foster Youth (0%). The percentage of students who are part of the Special Education program is 12.1%.

Mission:
Opening Doors...to a Brighter Future.

Reflections: Annual Performance

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

In the 2025–2026 school year, Gustine Unified School District focused on improving student outcomes by strengthening instructional practices across all school sites. The district continued implementation of the nine instructional norms developed in 2024–2025 by providing targeted training and structured opportunities for collaboration during three districtwide professional development days. This work engaged teachers, instructional coaches, and administrators in a shared approach to improving classroom instruction.

To support consistent implementation, the district conducted monthly walkthroughs at all four school sites. These walkthroughs created opportunities for feedback and reflection because site and district leaders were able to observe instruction aligned to the instructional norms, identify areas of strength, and provide targeted guidance for refinement.

Professional learning extended beyond instructional norms. In partnership with the county office, the district provided mathematics professional development for all TK–12 teachers to strengthen instructional practices aligned to standards. Additional support was provided to teachers in grades 6–12 to improve science instruction, and targeted English Language Arts (ELA) training was implemented at Gustine High School to address identified needs in literacy instruction.

The district also continued implementation of standards-based grading practices. This work focused on aligning grading practices to standards because consistent grading systems provide clearer information about student learning and progress, which supports more accurate identification of student needs.

Successes

The California School Dashboard indicates that Gustine Unified School District achieved a **Green performance level** in the College and Career Indicator at the all-student level. No student groups were identified in the Red or Yellow performance levels. English Learners (0.6 percentage point increase) and Long-Term English Learners (-0.1 percentage point change) remained in the Orange performance level, indicating that outcomes for these groups have stabilized but have not yet reached the levels of higher-performing groups. Hispanic students (4.4 percentage point increase) and socioeconomically disadvantaged students (4.6 percentage point increase) performed in the Green level, reflecting improved preparedness for college and career pathways.

Growth in the College and Career Indicator is associated with expanded access to College and Career Access Pathways (CCAP) courses, increased counseling support to monitor and guide A–G completion, and expanded opportunities for Career Technical Education (CTE) pathway completion because these actions increase student access to coursework and guidance aligned to college and career readiness criteria.

The English Language Arts Indicator also demonstrated improvement, with the district moving from Red to Yellow and increasing by 8.4 points overall. No student groups were identified in the Red performance level. Student groups in Orange include Long-Term English Learners (+14.6 points), English Learners (+9.4 points), students with disabilities (+7.6 points), and White students (+1.5 points). Hispanic students (+9.2 points) and socioeconomically disadvantaged students (+8.0 points) performed in the Yellow level, indicating overall improvement while highlighting continued variation in performance across groups.

The district will continue to strengthen ELA outcomes by providing professional development focused on instructional practices, implementing reading interventions across grade levels, and improving early literacy instruction in TK–2 because early reading proficiency establishes the foundational skills required for success in later grades.

The English Learner Progress Indicator improved from Orange to Yellow, with 44.6% of English Learners making progress toward English proficiency, representing a 6.1 percentage point increase. The district continues to refine designated and integrated English Language Development (ELD) instruction because strengthening both structures ensures that English Learners receive targeted language instruction alongside access to grade-level content.

Areas for Improvement

According to the California School Dashboard, Chronic Absenteeism and Suspension Rate are two indicators requiring significant improvement.

Chronic Absenteeism declined from Yellow to Red, indicating a worsening trend across the district. All student groups are in the Red performance level. English Learners had a chronic absenteeism rate of 28% (+3.8 percentage points), Hispanic students 27.2% (+3.8), students experiencing homelessness 42.3% (+9.0), Long-Term English Learners 37.1% (+8.9), socioeconomically disadvantaged students 28.4% (+2.8), students with disabilities 30.2% (+0.6), and White students 25.6% (+3.0). These increases indicate that a larger proportion of students are missing significant instructional time, which limits access to consistent instruction and contributes to lower academic outcomes.

The district has implemented strategies to improve attendance, including incentive-based recognition for improved attendance and monthly data reviews with school sites. These data reviews allow site teams to identify patterns and underlying causes of absenteeism because attendance data is analyzed by student group and site. The district plans to expand these efforts by meeting directly with families of chronically absent students to build partnerships and address barriers to attendance, such as transportation, health, or engagement challenges.

The Suspension Rate also increased during the 2024–2025 school year, with 4.3% of students suspended at least one day, representing an increase of 1.7 percentage points. English Learners (4.7%, +2.2), Long-Term English Learners (11.5%, +5.1), and students with disabilities (7.4%, +2.4) were identified in the Red performance level. Hispanic students (4.2%, +1.4), students experiencing homelessness (4.4%, +4.4), students identifying as two or more races (4.8%, no change), socioeconomically disadvantaged students (4.6%, +1.6), and White students (5.0%, +3.8) were in the Orange performance level. These data indicate disproportionate impacts on specific student groups, particularly Long-Term English Learners and students with disabilities.

To address suspension rates, the district is increasing implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative practices because these approaches focus on teaching and reinforcing positive behaviors while reducing reliance on exclusionary discipline. The district is also implementing the 5-Star system to provide incentives for positive behavior, which is intended to increase student engagement and reduce behavioral incidents that lead to suspension.

Based on Dashboard results, Gustine Unified School District has been identified for Differentiated Assistance due to the performance of Long-Term English Learners, English Learners, and students with disabilities in Chronic Absenteeism and Suspension Rate indicators. Chronic absenteeism increased by 3.8 percentage points for all students, reinforcing the need for targeted actions to improve attendance and engagement for these student groups.

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

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

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

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

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

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

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

Moving into 2026-2027 school year, Gustine Unified School District has $1,066,296.00 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds and planning to spend all funds in the 2026-27 school year. Based on the LREBG Needs Assessment, the schools with the greatest needs in ELA are GHS, GMS, and GES, and in mathematics, GHS, GMS, and RES. Across both subjects, the student groups with the highest needs include Hispanic students, LTELs, low-income students, English learners, and students with disabilities. Based on this assessment, the district plans to fully expend LREBG funds by June 30, 2027, under Goal 1. Due to overspending in year 1 for LREBG some changes are taking place for the next school year. In action 1.2 the two literacy teachers were moved from LREBG to Title I and Reading Specialists and Coaches grant. In action 1.7 hours of media clerks and instructional aides were reduced to match funding. The teacher librarian was moved to Title IV. Instructional aides will remian for grades K-2. The actions and goals in LREBG will remain.

Action 1.4: An instructional coach will be placed at each school site to complete coaching cycles focused on the 2023 Mathematics Framework and ELA/ELD Standards. Coaches will support teachers in differentiating instruction, implementing small-group strategies, monitoring data, and providing targeted interventions in literacy, math, and other core subjects. Data dives will be conducted with coaches and grade/content-level teams to ensure students are making adequate progress. These activities align with allowable uses of LREBG funds by directly supporting unduplicated students in closing learning gaps and improving academic outcomes.

Action 1.7: The media clerk position will be at each school with elementary at 5 hours and middle and high school at 7 hours. The teacher librarian will be charged to Title IV to enhance literacy across all grade levels. These positions will strengthen literacy programs, increase equitable access to resources, promote reading engagement, support research and project-based learning, and provide opportunities to develop literacy and information skills. This action aligns with LREBG requirements by addressing the needs of unduplicated students and ensuring inclusive, equitable learning environments. It also expands school library access.

Instructional aides will provide support to elementary teachers to provide small group support UFLI in grades K-2. Aides will reinforce Tier 1 and Tier 2 instruction, support small-group learning, provide individualized attention, and extend learning time to help students access grade-level content effectively. These positions are allowable under LREBG because they provide targeted, small-group and individualized supports designed to meet the needs of students, particularly unduplicated student groups, and improve foundational skills and overall academic achievement.

Reflections: Technical Assistance

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

In response to identification for Differentiated Assistance, the district partnered with the Merced County Office of Education to review California School Dashboard data and analyze performance trends. Student groups identified for Differentiated Assistance include Long-Term English Learners (LTELs), English Learners (ELs), and Students with Disabilities (SWDs), specifically in the areas of Chronic Absenteeism and Suspension. Through this review, the district identified both strengths and areas of opportunity and prioritized system-level improvements to address the identified needs.

As part of the technical assistance process, the district engaged in a process failure analysis of its attendance systems, including SARB and site-level SART practices. This analysis examined the steps within the attendance intervention continuum to identify inconsistencies and

barriers to effective implementation. Based on this work, district leadership refined processes and developed tools and checklists to support site administrators and office teams in conducting timely, consistent SART meetings and strengthening family engagement efforts.

The actions aligned to this identification are reflected in Goal 2, Action 7 of the LCAP, which directly addresses improvements in chronic absenteeism for LTELs, ELs, and SWDs. The district will continue implementing and monitoring these actions to ensure improved outcomes for the identified student groups.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Student Survey for grades 4-12 at all sites (November 2025, February 2026, May 2026). Meeting with students GMS June 5, 2026, Meeting with Pioneer Students May 28, 2026. Students were consulted via survey and also several times in person throughout the school year.
Parents and Families	Survey (May 2026). There were a variety of opportunities for parents and families to provide input through in person Parent University meetings (monthly).
Gustine-Romero Teachers Association (GRTA)	Meeting with GRTA Incoming President (June 2, 2026). Met in person to consult regarding LCAP goals, metrics, and actions.
Californina School Employees Association (CSEA)	Meeting with CSEA President (June 2, 2026). Met with CSEA president in person to consult on the LCAP.
Teachers and other school personnel	LCAP Survey (May 2026), Site Staff Meetings April-May, 2026. Each site held a staff meeting and the LCAP goals and actions were discussed. Staff provided input on aspects of the LCAP based on the goals, actions, and metrics.
Principals and Administrators	LCAP Survey (May 2026), District Leadership Team (DLT) meeting (monthly), SPSA meetings with the principals (May), Cabinet meetings (January-June 2026) During these meetings, participants reviewed and discussed data and stakeholder feedback. Teams also examined the goals and actions to provide input and recommendations for improvement.
Equity Multiplier School	Community Meeting (March 19, 2026) discussed Equity Multiplier. Meeting with students and teacher (May 27, 2026) These meetings consisted of meeting with the community, students, and teacher of

Educational Partner(s)	Process for Engagement
	Pioneer High School to gather input. DELAC (March 13, 2026) discussed Equity Multiplier.
Community	Community and Families PLTI (March 19, 2026) Reviewed the Budget Overview for Parents and LCAP metrics to gather input and equity multiplier. Gustine Unified School District Board Meetings. The LCAP was presented at the first meeting June 10, 2026, and a public hearing was held. On June 24, 2026 the LCAP was approved.
District Advisory Committee	Meeting to discuss LCAP development and questions were clarified regarding LCAP actions. (June 3, 2026), In person meeting to review LCAP, budget, goals, actions, and metrics.
District English Learner Advisory Committee	Meeting (October 2025, March 2026, May 2026) At each meeting, families were invited to provide feedback to inform the development of the LCAP. Participants shared questions and input regarding services for English Learners, opportunities for additional academic support, and the implementation of the Equity Multiplier.
Student Advisory Committee	Meeting May 28, 2026. Met with the Gustine High School Student Advisory Committee to review goals, actions, and feedback.
Merced County SELPA	Meeting with Merced County SELPA to review the draft LCAP and provide input. (May 26, 2026)

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

In developing the Local Control and Accountability Plan (LCAP) for the 2026-27 school year, Gustine Unified School District engaged with a variety of educational partners including teachers and staff, students, parents, community members, bargaining groups, families of Special Education students, and Parent Leadership members. These consultations have been through surveys and meetings.

Students from Gustine High School and Gustine Middle School were actively engaged in the development of the 2026–27 LCAP. Members of the Student Advisory Committee reviewed the proposed goals, actions, and services, provided meaningful feedback, and expressed overall support for the planned initiatives. Students also emphasized the importance of having a stronger voice in school activities, events, and incentive programs. A recurring theme in student feedback was the desire to improve cafeteria food quality, variety, and availability. Students noted that popular menu items often run out and that menu options can become repetitive over time. Additionally, students highlighted the need for more consistent implementation of school procedures and behavior expectations across campuses. They expressed a desire for clear, equitable consequences and greater accountability to help create a positive and respectful learning environment for all students.

Throughout the year, students in grades 4–12 were surveyed three times and participated in in-person consultation meetings. While the survey showed some improvement in the overall student experience, it had a downward trend in a variety of areas. Students were not happy with the cafeteria food quality.

Middle school students enjoyed participating in sports and have a desire to expand the elective offerings and school activities. They also expressed a wish to improve the quality of food.

The Equity Multiplier School, Pioneer High School, was discussed with community partners in a variety of ways. It was discussed at the Parent Leadership Institute, community meetings, a meeting with Pioneer High School students, and the Pioneer High School teacher. Consistent feedback was in the area of Career was more opportunities for guest speakers and college and trade school field trips. There is also a need for improved counseling services.

In response to feedback, the district will work with the central kitchen to provide more food choices and ensure that popular items are more available. Experiential learning will be expanded to include more college field trips and learning experiences for students.

Student Survey Top Areas:
1. Improve the cafeteria food and lunch experience
2. Provide meaningful activities, recognition, and rewards
3. Improve School Climate and Culture

Parents, families, and community members were consulted throughout the year through surveys, community meetings, and Parent Leadership meetings. Feedback gathered during these consultations directly informed the development of the LCAP actions and services. Safety and security remained a top priority, with 63.7% of families expressing support for increased campus safety measures. Families also continued to share concerns regarding food quality and the variety of meals prepared and served through the Central Kitchen.

Student achievement and college and career readiness were key areas of focus during community partner consultations. Families expressed a desire for increased academic support, particularly in mathematics, along with expanded opportunities for college and career exploration. Families requested additional college campus field trips, support with college and scholarship applications, and more guidance to help students prepare for postsecondary success. Families and community partners also expressed interest in expanding career pathways connected to the trades, including medical, office, and business fields, as well as broader workforce readiness opportunities.

Additionally, parents requested translation services at all meetings, including Board of Education meetings, with a preference for translators trained in simultaneous interpretation to better support multilingual families.

In response to the feedback, the district will expand dual enrollment opportunities, increase student participation in college-related activities, and partner with the community college to provide additional opportunities for students to earn college credit while in high school. Based on consultation with community partners, the district will also increase experiential learning opportunities focused on college and career readiness. District leadership is also working with the Central Kitchen staff and the chef to provide a greater variety of fresh meals that appeal to students.

Family and Community Survey Top Areas:
Top priorities to be emphasized in GUSD:
1. Safety 63.7%
2. College and Career Readiness 58.2%
3. Nutritious Meals Served in Cafeteria 38.2%

Staff, the Gustine-Romero Teachers Association (GRTA), and the California School Employees Association (CSEA) were consulted through surveys and in-person meetings. A variety of priorities and concerns were identified, including intervention supports and exploring ways to improve attendance. The need of finding additional ways to involve parents in schools and understand the importance of student attendance. CSEA also recognized the value of the additional training opportunities provided to staff and expressed interest in continuing those offerings. They are particularly interested in additional training, especially for bilingual community liaisons to ensure there is family outreach for homeless, low income, and foster.

Staff Survey Top Areas:
Top priorities to be emphasized in GUSD:
1. Academic Support (Interventions) 47%
2. Reduce Class Sizes 44%
3. Recruit and Retain High Quality Teachers 38%

DELAC and District Advisory Committee meetings had questions about the Equity Multiplier and what the money is used for and how it is generated. They also discussed how we can have more parents be involved and how we can use activities supported by the LCAP to encourage more family engagement. The District Advisory Committee additionally reviewed funding and programs. There were specific college and career questions, especially in the area of programs such as Spanish classes, CCAP vs. AP classes, and other programs. There was concerns regarding programs being cut.

District administrators and site principals met regularly throughout the year to review progress toward LCAP goals, actions, and performance metrics. During these meetings, teams analyzed data from classroom walkthroughs, reviewed implementation of the district's instructional norms, and discussed areas for continuous improvement. Feedback collected through community partner consultation processes was regularly examined and used to inform the development and refinement of the 2026–27 LCAP.

Goal 1: Academic Achievement focuses on increasing student learning and improving outcomes. Families and staff consistently identified academic performance, particularly in reading and mathematics, as a top priority. In response, the district will strengthen and expand academic interventions and supports at the elementary level through the continued use of literacy teachers and instructional aides. These supports will allow for smaller instructional groups, enabling more targeted intervention to help students achieve grade level reading proficiency by third grade. Significant gains were observed during the 2025–26 school year, and the district will continue leveraging instructional aides to support the implementation of UFLI and other evidence-based literacy practices to accelerate student achievement. Middle and high school will provide reading intervention as well. The middle school will test additional interventions in mathematics in the upcoming year. Another area of support is providing time for collaboration. The district will continue the dedicated time on Wednesdays to support inclusion and increase collaboration among the site teams.

Goal 2 Positive School Climate and Culture was influenced by feedback centered around behavior, incentives, and engagement of students. Feedback from surveys suggest that we need more recognition for students who are doing well. Students at both the middle and high school levels have expressed a desire for more clubs and extracurricular activities. In response, both sites are actively working to expand the number of student clubs. Goal 2 also addresses safety and security, with counselors and mental health clinicians providing support for students' social and emotional well-being. PBIS and restorative practices will be improved to lower suspension rate and create a positive learning environment.

Goal 3 Parent, Family, and Community Partnerships was influenced to find additional ways to engage families. Consultation with community partners centered around finding additional ways to involve families in their child's education. Families asked for more workshops that would teach a variety of topics. As a result, the district will work with staff to create a Parent University comprised of a variety of topics of interest to families such as college and career, scholarships, how to support literacy, and parenting classes. A calendar will be created for the school year so families can be prepared to attend. A calendar of meetings will be created to ensure sites are not holding events/meetings on the same day. Child care and food will be provided.

Goal 4: Equity Multiplier Pioneer High School was influenced by students, staff, and family. The students expressed the desire to have more field trips to colleges and trade schools, especially automotive schools. They also wish to have more guest speakers in the career areas they are interested in and greater career exploration. Students also expressed that they need improved college and career counseling.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain the percent of Students with access to standards aligned instructional materials and/or curriculum frameworks based on current adoptions and purchases (LCFF Priority 1)	100% (Williams Report, fall 2023)	100% (Williams Report, fall 2024)	100% (Williams Report, fall 2025)	100%	Maintained 100%
1.2	Maintain that All Students, including English Learner students, will have access to CCSS and adopted academic content and performance standards and English Learners will also have access to ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency (LCFF Priority 2)	100% (Course calendar 2023-24)	100% (course calendar 2024-25)	100% (course calendar 2025-26)	100%	Maintained 100%
1.3	Percent of Teachers that are highly qualified (LCFF Priority 1)	71.2% (TAMO 2022-2023)	71.2% (TAMO 2022-2023) No new data at this time due to the TAMO not releasing the 2023-24 data.	74.2% (CA Dashboard 2025)	80%	Increased 3%
1.4	Rate of Teacher Misassignments (LCFF Priority 1)	2.5% (TAMO 2022-23)	2.5% (TAMO 2022-23) No new data at this time due to the TAMO not	0.6% (TAMO 2023-2024)	0	Decreased 1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			releasing the 2023-24 data.			
1.5	Increase the percent of TK-12 teachers that participate in adopted academic standards and/or curriculum frameworks professional development by 3% (LCFF Priority 2)	99% (PD Sign in Sheets 2023-24)	100% (PD Sign in Sheets 2024-25)	100% (PD Sign in Sheets 2025-26)	100%	Increased 1%
1.6	i-Ready Reading (percent meeting or exceeding)	2024 i-Ready Diagnostic 3 (May 2024) Kindergarten 57% 1st grade 32% 2nd grade 38% 3rd grade 40% 4th grade 24% 5th grade 24% 6th grade 22% 7th grade 19% 8th grade 15%	2025 i-Ready Diagnostic 3 (May 2025) Kindergarten 58% 1st grade 44% 2nd grade 51% 3rd grade 34% 4th grade 22% 5th grade 24% 6th grade 12% 7th grade 23% 8th grade 24%	Gustine Unified discontinued use of i-Ready and is now using the STAR Reading Test.	Kindergarten 76% 1st grade 50% 2nd grade 50% 3rd grade 56% 4th grade 58% 5th grade 42% 6th grade 42% 7th grade 37% 8th grade 33%	Gustine Unified discontinued use of i-Ready and is now using the STAR Reading Test.
1.7	i-Ready Math	2024 i-Ready Diagnostic 3 (May 2024) Kindergarten 36% 1st grade 28% 2nd grade 20% 3rd grade 24% 4th grade 22% 5th grade 17% 6th grade 21% 7th grade 8% 8th grade 6%	2025 i-Ready Diagnostic 3 (May 2025) Kindergarten 46% 1st grade 40% 2nd grade 26% 3rd grade 26% 4th grade 23% 5th grade 22% 6th grade 11% 7th grade 17% 8th grade 6%	Gustine Unfied School District discontinued use of i-Ready and is now monitoring the results of unit tests and interim assessments.	Kindergarten 54% 1st grade 46% 2nd grade 38% 3rd grade 42% 4th grade 40% 5th grade 35% 6th grade 39% 7th grade 26% 8th grade 24%	Gustine Unfied School District discontinued use of i-Ready and is now monitoring the results of unit tests and interim assessments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	MAPS Reading	2024 (January-May 2024) 9th grade 21% met or exceeded 10th grade 23% met or exceeded 11th grade 21% met or exceeded 12th grade 31% met or exceeded	2025 (January-May 2025) 9th grade 20% met or exceeded 10th grade 35% met or exceeded 11th grade 31% met or exceeded 12th grade 38% met or exceeded	Gustine Unified discontinued use of MAPS and is now using the STAR Reading Test.	2024 Latest Data 9th grade 30% met or exceeded 10th grade 32% met or exceeded 11th grade 30% met or exceeded 12th grade 40% met or exceeded	Gustine Unified discontinued use of MAPS and is now using the STAR Reading Test.
1.9	MAPS Math	2024 (January-May 2024) Integrated Math I 21% met or exceeded Integrated Math II 8% met or exceeded Integrated Math III 14% met or exceeded	2025 (January-May 2025) Integrated Math I 28.5% met or exceeded Integrated Math II 11% met or exceeded Integrated Math III 16% met or exceeded	Gustine Unfied School District discontinued use of MAPS is now monitoring the results of unit tests and interim assessments.	Integrated Math I 24% met or exceeded Integrated Math II 11% met or exceeded Integrated Math III 17% met or exceeded	Gustine Unfied School District discontinued use of MAPS is now monitoring the results of unit tests and interim assessments.
1.10	MAPS Science	2024 (January-May 2024) 9th grade 20% met or exceeded 10th grade 29% met or exceeded 11th grade TBD	2025 (January-May 2025) 9th grade 31% met or exceeded 10th grade 39% met or exceeded 11th grade NA	Gustine Unfied School District discontinued use of MAPS and is now monitoring the results of CAST interim assessments.	9th grade 23% met or exceeded 10th grade 32% met or exceeded 11th grade 32% met or exceeded	Gustine Unfied School District discontinued use of MAPS and is now monitoring the results of CAST interim assessments.
1.11	California Science Test (CAST)	2023 Data (May 2023) % of students who met or exceeded standard 5th grade All: 18.49% LI: 16.83% EL: 1.92%	2024 Data (May 2024) % of students who met or exceeded standard 5th grade All: 12.5%	2025 Data (May 2025) % of students who met or exceeded standard 5th grade All: 20.37%	% of students who met or exceeded standard 5th grade All: 27.49% LI: 25.83%	 5th grade All: +1.88% LI: +4.76% EL: +5.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: NA 8th grade All: 15.60% LI: 17.69% EL: 0% LTEL: 0% High School All: 12.12% LI: 9.43% EL: 3.33% LTEL: 5.56%	LI: 11% EL: 1.96% LTEL: NA 8th grade All: 12.3% LI: 11.76% EL: 2.86% LTEL: 0% High School All: 21.43% LI: 16.63% EL: 2.86% LTEL: 4.76%	LI: 21.59% EL: 7.55% LTEL: NA 8th grade All: 19.70% LI: 14.78% EL: 0% LTEL: 0% High School All: 23.57% LI: 20.66% EL: 6.67% LTEL: 9.52%	EL: 10% LTEL: NA 8th grade All: 24.60% LI: 26.69% EL: 9% LTEL: 9% High School All: 21.12% LI: 18.43% EL: 12.33% LTEL: 14.56%	LTEL: NA 8th grade All: +4.1% LI: -2.91% EL: maintained 0% LTEL: Maintained 0% High School All: +11.45% LI: +11.23% EL: +3.34% LTEL: +3.96%
1.12	Distance from standard for 11th grade on the ELA CAASPP (LCFF Priority 4)	Points from Standard (class of 2024 CA Dashboard) All: 17.9 points below EL: 94.7 points below Hispanic: 14.5 points below Low Income: 15.6 points below White: 27.8 points below LTEL: TBD 2024 No Data: SWD, Homeless	Points from Standard (class of 2025 CA Dashboard) All: 28.2 points below EL: 107.5 points below Hispanic: 34.2 points below Low Income: 38.7points below White: 3.4 points below LTEL: 123.8 points below SWD: 170.3 No Data: Homeless	Points from Standard (class of 2026 CA Dashboard) All: 1.5 points above EL: 53.4 points below Hispanic: 11.9 points below Low Income: 7.8 points below White: No Data LTEL: 87.7 points below SWD: 85.4 points below No Data: Homeless	Points from Standard All: 12.1 points above EL: 67.4 points below Hispanic: 15.5 points above Low Income: 14.4 points above White:2.2 above LTEL: 67.4 points below No Data: SWD, Homeless	All: +19.4 points EL: +41.3 points Hispanic: +3.7 points Low Income: +7.8 points White: No data less than 11 students LTEL: +36.1 points SWD: Baseline +84.9 points No Data: Homeless
1.13	Distance from standard for 11th grade on the	Points from Standard (class of 2024 CA Dashboard)	Points from Standard (class of	Points from Standard (class of	Points from Standard	Points from Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math CAASPP (LCFF Priority 4)	All: 150.3 points below EL: 205.6 points below Hispanic: 155.8 points below Low Income: 156.5 points below White: 115.6 points below LTEL: TBD 2024 No Data: SWD, Homeless	2025 CA Dashboard) All: 160.7 points below EL: 205.6 points below Hispanic: 168.3 points below Low Income: 168 points below White: 128.3 points below LTEL: 202.3 below SWD: 232.1 points below No Data: Homeless	2026 CA Dashboard) All: 134.4 points below EL: 199.5 points below Hispanic: 142.9 points below Low Income: 141.9points below White: No data LTEL: 205.5 points below SWD: 170.3 No Data: Homeless	All: 120.3 points below EL: 175.6 points below Hispanic: 125.8 points below Low Income: 126.5 points below White: 8.6 points below LTEL: 175 below standard SWD: 220 below standard No Data: Homeless	All: +15.9 points EL: +6.1 points Hispanic: + 12.9 points Low Income: + 14.6 points White: No data LTEL: -3.2 points SWD: +61.8 points No Data: Homeless
1.14	Distance from standard for grades 3-8 on ELA CAASPP (LCFF Priority 4)	Points from Standard (2023 CA Dashboard) All: 69.4 points below EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) SWD: 158.5 below standard (district student group with lowest status)	Points from Standard (2024 CA Dashboard) All: 71.2 points below EL: 98.3 points below (district student group with lowest status) Hispanic: 76.3 points below (district student group with lowest status) Low Income: 78 points below (district student group with lowest status)	Points from Standard (2025 CA Dashboard) All: 62.7 points below EL: 88.9 points below (district student group with lowest status) Hispanic: 67.1 points below (district student group with lowest status) Low Income: 70 points below (district student group with lowest status)	Points from Standard All: 39.4 points below EL: 71.9points below Hispanic: 42 points below Low Income: 34.9 points below SWD: 138.5 points below White: 22.1 points below Homeless: 83.3 points below LTEL: unknown	Points from Standard All: +6.7 points EL: +13 points Hispanic: +4.9 points Low Income: +4.9 points SWD: +33.9 points White: +9.9 points Homeless: -1.5 points LTEL: +14.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 52.1 points below Homeless: 113.3 points below LTEL: unknown Gustine Elementary All: 76.4 points below (Lowest status indicator) EL: 86 points below Hispanic: 77.8 points below Low Income: 84.2 points below SWD: 126.5 below (Lowest status indicator) White: 69.7 points below Homeless: less than 11 LTEL: unknown Romero Elementary All: 60.1 points below EL: 90.7 points below (lowest group within school) Hispanic: 60 points below Low Income: 65.4 points below SWD: less than 11 students	SWD: 132.2 below standard (district student group with lowest status) White: 43.7 points below Homeless: 118.4 points below LTEL: 142.4 Gustine Elementary All: 72.8 points below EL: 83.6 points below (lowest group within school) Hispanic: 75.3 points below Low Income: 75.7 points below SWD: 125.5 below (lowest group within school) White: 74.7 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 45.2 points below EL: 64.5 points below (lowest	SWD: 124.6 below standard (district student group with lowest status) White: 42.2 points below Homeless: 114.8 points below LTEL: 127.8 points below Gustine Elementary All: 71.5 points below EL: 86.1 points below (lowest group within school) Hispanic: 73.2 points below Low Income: 79.4 points below SWD: 127.5 below (lowest group within school) White: 80.6 points below Homeless: 114.8 points below LTEL: NA Romero Elementary All: 46.8 points below	Gustine Elementary All: 46.4 points below EL: 56 points below Hispanic: 37.7 points below Low Income: 54.2 points below SWD: 96.5 points below White: 39.7 points below Homeless: less than 11 LTEL: unknown Romero Elementary All: 30.1 points below EL: 60.7 points below Hispanic: 30 points below Low Income: 35.4 points below SWD: less than 11 White: less than 11	Gustine Elementary All: +4.9 points EL: -0.01 points Hispanic: +4.6 points Low Income: +4.8 points SWD: -1 points White: -10.9 points Homeless: - 1.5 points LTEL: NA Romero Elementary All: +13.3 points EL: +16 points Hispanic: +7.8 points Low Income: +11.6 points SWD: +1.9 points White: less than 11 Homeless: less than 11 LTEL: NA Gustine Middle All: +1.3 points EL: +12.7 points Hispanic: +4.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: less than 11 students Homeless: less than 11 students LTEL: unknown Gustine Middle All: 82.7 points below (lowest status indicator) EL: 115.9 points below(lowest group w/n school) Hispanic: 87.6 points below (lowest group within school) Low Income:89.2 points below (lowest group within school) SWD: 159.1 points below (lowest group within school) White: 45.5 points below Homeless: less than 11 students LTEL: unknown	group within school) Hispanic: 52.5 points below Low Income: 58.1 points below SWD: 88.4 points below White: less than 11 students Homeless: less than 11 students LTEL: Less than 11 Gustine Middle All: 92.1 points below (lowest status indicator) EL: 120.1 points below(lowest group w/n school) Hispanic: 96.2 points below (lowest group within school) Low Income: 97.3 points below (lowest group within school) SWD: 148.7 points below (lowest group within school) White: 54.8 points below	EL: 74.6 points below (lowest group within school) Hispanic: 52.2 points below Low Income: 53.8 points below SWD: 86.5 points below White: less than 11 students Homeless: less than 11 students LTEL: NA Gustine Middle All: 81.4 points below (lowest status indicator) EL: 103.2 points below(lowest group w/n school) Hispanic: 83.3 points below (lowest group within school) Low Income: 86.9 points below (lowest group within school) SWD: 162.5 points below (lowest group within school) White: 66.9 points below	Homeless: less than 11 LTEL: NA Gustine Middle All: 52.7 points below EL: 85.9 points below Hispanic: 57.6 points below Low Income: 59.2 points below SWD: 129.1 points below White: 15.5 points below Homeless: less than 11 LTEL: unknown	Low Income: +2.3 points SWD: -3.4 points White: -21.4 points Homeless: less than 11 LTEL: +15.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: less than 11 students LTEL: 156.7 points below standard	Homeless: less than 11 students LTEL: 141.5 points below standard		
1.15	Distance from standard for grades 3-8 on Math CAASPP (LCFF Priority 4)	Points from Standard (2023 CA Dashboard) All: 110 points below (district student group with lowest status) EL: 125.4 points below (district student group with lowest status) Hispanic: 113 points below (district student group with lowest status) Low Income: 116.2 points below (district student group with lowest status) SWD: 158.5 points below (district student group with lowest status) White: 90.6 points below Homeless: 145.5 points below LTEL: unknown Gustine Elementary All: 87.9 points below EL: 96.8 points below (lowest group within school)	Points from Standard (2024 CA Dashboard) All: 106.2 points below (district student group with lowest status) EL: 123.3 points below (district student group with lowest status) Hispanic: 109.5 points below (district student group with lowest status) Low Income: 112.8 points below (district student group with lowest status) SWD: 156.8 points below (district student group with lowest status) White: 86.6 points below Homeless: 105.6 LTEL: 184.1 Gustine Elementary	Points from Standard (2025 CA Dashboard) All: 101.8 points below (district student group with lowest status) EL: 119 points below (district student group with lowest status) Hispanic: 105.6 points below (district student group with lowest status) Low Income: 108.6 points below (district student group with lowest status) SWD: 151 points below (district student group with lowest status) White: 80 points below Homeless: 131.7 LTEL: 181.7 points below Gustine Elementary	Points from Standard All: 80 points below EL: 95.4 points below Hispanic: 83 points below Low Income: 86.2 points below SWD: 138.5 points below White: 60.6 points below Homeless: 115.5 LTEL: unknown Gustine Elementary All: 78.9 points below EL: 87.8 points below Hispanic: 79.7 points below	All: +8.2 points EL: +6.4 points Hispanic: +7.4 points Low Income: +7.6 points SWD: +7.5 points White: +10.6 points Homeless: +13.8 points LTEL: +2.4 points Gustine Elementary All: +16.4 points EL: +10.7 points Hispanic: +15.5 points Low Income: +14.7 points SWD: -1 points White: +3.1 points Homeless: less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 88.7 points below Low Income: 94.1 points below SWD: 126.5 below (lowest group within school) White: 83.7 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 51.8 points below EL: 67.8 points below Hispanic: 51.5 points below Low Income: 56.3 points below SWD: less than 11 students White: less than 11 students Homeless: less than 11 students LTEL: NA Gustine Middle All: 119 points below EL: 143.6 points below Hispanic: 124.5 points below (lowest group within school) Low Income:126.8 points below	All: 78.6 points below EL: 81.8 points below (lowest group within school) Hispanic: 78.6 points below Low Income: 82.9 points below SWD: 123.8 below (lowest group within school) White: 94.1 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 56.6 points below EL: 81.5 points below Hispanic: 64.5 points below Low Income: 70.6 points below SWD: 90.2 White: less than 11 students Homeless: less than 11 students LTEL: NA	All: 71.5 points below EL: 86.1 points below (lowest group within school) Hispanic: 73.2 points below Low Income: 79.4 points below SWD: 127.5 below (lowest group within school) White: 80.6 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 41.2 points below EL: 60.2 points below Hispanic: 49.8 points below Low Income: 46.1 points below SWD: 59.7 points below White: less than 11 students Homeless: less than 11 students LTEL: NA	Low Income: 85.1 points below SWD: 117.5 points below White: 74.7 points below Homeless: less than 11 students LTEL: NA Romero Elementary All: 42.8 points below EL: 58.8 points below Hispanic: 42.5 points below Low Income: 47.3 points below SWD: less than 11 students White: less than 11 students Homeless: less than 11 students LTEL: NA Gustine Middle All: 110 points below EL: 134.6 points below	LTEL: NA Romero Elementary All: +10.6 points EL: +7.6 points Hispanic: +15.5 points Low Income: +10.2 points SWD: 59.7 points below Baseline White: less than 11 students Homeless: less than 11 students LTEL: NA Gustine Middle All: -3.1 points EL: -2.3 points Hispanic: -0.6 points Low Income: -1.1 points SWD: -9.3 points White: -8.9 points Homeless: NA LTEL: -4.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 193.4 points below (lowest groups within school) White: 86.8 points below Homeless: less than 11 students LTEL: unknown	Gustine Middle All: 118.4 points below EL: 150.8 points below Hispanic: 122.4 points below (lowest group within school) Low Income:125.6 points below SWD: 194.9 points below (lowest groups within school) White: 78.6 points below Homeless: less than 11 students LTEL: 181.6 points below	Gustine Middle All: 122.1 points below EL: 145.9 points below Hispanic: 125.1 points below (lowest group within school) Low Income: 127.9 points below SWD: 202.7 points below (lowest groups within school) White: 95.7 points below Homeless: less than 11 students LTEL: 176.7 points below	Hispanic: 115.5 points below Low Income: 117.8 points below SWD: 184.4 points below White: 77.8 points below Homeless: 100 points below LTEL: 130 points below	
1.16	Increase the percent of students passing EAP Exam by 5% (LCFF Priority 4)	Class of 2024 (CA Dashboard) ELA 46.58% Math 7.44%	Class of 2025 (CA Dashboard) ELA: 43.18% Math: 5.26%	Class of 2026 (CA Dashboard) ELA: 48.24% Math: 10.44%	ELA 61.58% Math 22.44%	ELA +1.66% Math +3%
1.17	Increase the percent of AP test scores of 3 or higher per student enrolled in grades 10-12 by 1% (LCFF Priority 4)	College Board Reports 2023 13.75% (Aeries)	College Board Reports 2024 12.8% (Aeries)	College Board Reports 2025 13.7% (Aeries)	16.75%	-0.05%
1.18	Increase the percent of students who met a-g requirements by 5% (LCFF Priority 4)	(EdData 2022-23) 38.3%	(EdData 2023-24) 34.3%	(EdData 2024-25) 51.8%	57.8%	+13.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	High School Graduation Rate (LCFF Priority 5)	(2023 CA Dashboard) 94.3%	(2024 CA Dashboard) 97.6%	(2025 CA Dashboard) 93.9%	97.3%	-0.4%
1.20	High School Dropout Rate (LCFF Priority 5)	Ed-Data 2022-23 (4 year cohort) 4.7%	Ed-Data 2023-24 (4 year cohort) 6.7%	Ed-Data 2024-25 (4 year cohort) 5.5%	1.7%	+0.8%
1.21	Middle School dropout rates (LCFF Priority 5)	(CALPADS 2023) 2	(CALPADS 2024) 0	(CALPADS 2025) 0	0	-2
1.22	English Learner Progress Indicator (ELPI) (LCFF Priority 4)	(2023 CA Dashboard) % Making Progress EL=37.6% LTEL=TBD Romero Elementary (lowest group in school) EL=26.1% Gustine Elementary EL=37.8% Gustine Middle School EL=45.6% LTEL=TBD 2025 CA Dashboard Gustine High School EL=37.6% LTEL=TBD 2025 CA Dashboard	(2024 CA Dashboard) % Making Progress EL=38.5% LTEL=38.9% Romero Elementary (lowest group in school) EL=34.7% Gustine Elementary EL=37.7% Gustine Middle School EL=48.7% LTEL=45% Gustine High School EL=32.8% LTEL=35.2%	(2025 CA Dashboard) % Making Progress EL=44.6% LTEL=44.7% Romero Elementary (lowest group in school) EL=53.3% Gustine Elementary EL=43% Gustine Middle School EL=46.6% LTEL=50% Gustine High School EL=41.6% LTEL=43.5%	District EL=43.6% LTEL=45% Romero Elementary EL=31.1% Gustine Elementary EL=42.8% Gustine Middle School EL=50.6% LTEL=45% Gustine High School EL=42.6% LTEL=45%	District EL=+7% LTEL=+5.8% Romero Elementary EL=-27.2% Gustine Elementary EL= +5% Gustine Middle School EL= -1% LTEL= +5% Gustine High School EL= +4% LTEL= +8.3%
1.23	EL Reclassification Rate (LCFF Priority 4)	Local Data Aeries Query 2023-24 n=38 All EL=6.3%	Local Data Aeries Query 2024-25 n=64 All EL=12.5%	Local Data Aeries Query 2025-26 n=62 All EL=12.3%	All EL=21.3% LTEL=17.1%	All EL= +6% LTEL= +19.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL n=13 LTEL=2.1%	LTEL n=26 LTEL=17%	LTEL n=38 LTEL=21.5%		
1.24	Decrease the percentage of Long Term English Learners	Local Data Aeries Query 2023-24 n=175 29.6%	Local Data Aeries Query 2024-25 n=151 29%	Local Data Aeries Query 2025-26 n=176 35.6%	14.6%	+6%
1.25	Percent of students taking a dual enrollment/college credit course.	Local Data Aeries Query 2023-24 n=3 All: 0.05% LI=1.8% EL=1.8% LTEL=1.8% SWD=0%	Local Data Aeries Query 2024-25 n=78 All: 14.39% LI: 10.68% EL: 4.7% LTEL: 4.6% SWD: 0%	Local Data Aeries Query 2025-26 n=89 All: 16.73% LI: 13.63% EL: 5.26% LTEL: 4.71% SWD: 0%	All=10.05% LI=11.8% EL=11.8% LTEL=11.8% SWD=10%	All= +16.68% LI= +11.83% EL= +3.46% LTEL= +2.91% SWD= 0%
1.26	CTE Enrollment--Percent of students enrolled in a CTE pathway course	Aeries Query Students enrolled in CTE course 2023-24 n=400 74.2% enrolled	Aeries Query Students enrolled in CTE course 2024-25 n=731 89.8% enrolled	Aeries Query Students enrolled in CTE course 2025-26 n=778 65.42% enrolled	100%	-8.78%
1.27	CTE Completion--percentage of students who completed a CTE pathway.	Class of 2023 (Aeries Query 2022-23) n=55 10.52% completed a CTE Pathway	Class of 2024 (Aeries Query 2024-25) n=36 6.67% completed a CTE Pathway	Class of 2025 (Aeries Query 2025-26) n=16 2.97% completed a CTE Pathway	40.52%	-7.55%
1.28	Increase the percent of students who have completed a-g requirements and completed a CTE Pathway by 5%. (LCFF Priority 4)	Class of 2023 (Aeries Query 2022-23) 8.9%	Class of 2024 (Aeries Query 2023-2024) n=16 13.2%	Class of 2025 (Aeries Query 2025-2026) n=16 10.88%	23.9%	+1.98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.29	Survey from students (Technology integration survey)	73% (Kelvin Survey May 2023) All: 73% LI: 71% EL: 70%	74% (Kelvin Survey May 2025) All: 74% LI: 68% EL: 79%	75% (Kelvin Survey May 2026) All: 75% LI: 78% EL: 81%	All: 84% LI: 82% EL: 81%	All: +2% LI: +7% EL: +11%
1.30	Percentage of Special Day students who are participating in general education. (LCFF Priority 7)	100% (Course Schedule Aeries 2023-24)	100% (Course Schedule Aeries 2024-25)	100% (Course Schedule Aeries 2025-26)	100%	Maintained 100%
1.31	Programs and services are developed and provided for unduplicated students with administrators, leadership committees, parent committees, and local school board as measured by course enrollment of unduplicated students. (LCFF Priority 7)	100% (Course Schedule Aeries 2023-24)	100% (Course Schedule Aeries 2024-25)	100% (Course Schedule Aeries 2025-26)	100%	Maintained 100%
1.32	College/Career Indicator	Class of 2023 (2023 CA Dashboard) % Prepared All=42.1% LI=37.1% SWD=16.7% EL=17.1% LTEL=Baseline CA Dashboard 2024	Class of 2024 (2024 CA Dashboard) % Prepared All=40.3% LI=40.6% SWD=No Performance color EL=25% LTEL=28.6%	Class of 2025 (2025 CA Dashboard) % Prepared All=52.9% LI=49.5% SWD=11.1% EL=26.5% LTEL=28.6%	All=51.1% LI=46.1% SWD=25.7% EL=36.1% LTEL=25%	All= +10.8% LI= +12.4% SWD= -5.6% EL= +9.4% LTEL= 0%
1.33	Recognition and Rewards for Academic Improvement and Achievement	Local Survey Question: I am recognized and rewarded when I improve or achieve	Local Survey Question: I am recognized and rewarded when I	Local Survey Question: I am recognized and rewarded when I		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		academically. (Kelvin Survey May 2024) District All=65% Hispanic=65% White=65% Black=50% Asian=64% Two or More Races=60% English Learners=Baseline 2025 Low Income=Baseline 2025 Gustine Elementary All=77% Hispanic=79% White=76% Black=NA Asian=50% Two or More Races=100% English Learners=Baseline 2025 Low Income=Baseline 2025 Romero Elementary All=80% Hispanic=79% White=78% Black=NA	improve or achieve academically. (Kelvin Survey May 2025) District All=61% Hispanic=62% White=61% Black=80% Asian=47% Two or More Races=63% English Learners=66% Low Income=62% Gustine Elementary All=68% Hispanic=69% White=69% Black=100 Asian=67% Two or More Races=50% English Learners=69% Low Income=71% Romero Elementary All=77% Hispanic=77% White=75% Black=NA Asian=100	improve or achieve academically. (Kelvin Survey May 2026) District All=62% Hispanic=65% White=61% Black=67% Asian=47% Two or More Races=46% English Learners=75% Low Income=66% Gustine Elementary All=63% Hispanic=66% White=59% Black=NA Asian=NA Two or More Races=57% English Learners=70% Low Income=72% Romero Elementary All=91% Hispanic=88% White=90% Black=NA Asian=NA	District All=75% Hispanic=75% White=75% Black=60% Asian=74% Two or More Races=70% English Learners=76% Low Income=72% Gustine Elementary All=87% Hispanic=89% White=86% Black=NA Asian=60% Two or More Races=100% English Learners=79% Low Income=81% Romero Elementary All=90% Hispanic=89% White=88% Black=NA Asian=NA Two or More Races=100% English Learners=77%	District All= -3% Hispanic= maintained White= -4% Black= +17% Asian= -17% Two or More Races= -14% English Learners= +9% Low Income= +4% Gustine Elementary All= -14% Hispanic= -13% White= -17% Black= NA Asian= NA Two or More Races= maintained English Learners= +10% Low Income= +10% Romero Elementary All= +14% Hispanic= +12% White= +15% Black=NA Asian=NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian=NA Two or More Races=100% English Learners=Baseline 2025 Low Income=Baseline 2025 Gustine Middle School All=58% Hispanic=61% White=59% Black=0% Asian=29% Two or More Races=40% English Learners=Baseline 2025 Low Income=Baseline 2025 Gustine High School All=63% Hispanic=60% White=64% Black=100% Asian=83% Two or More Races=57% English Learners=Baseline 2025 Low Income=Baseline 2025	Two or More Races=67% English Learners=67% Low Income=83% Gustine Middle School All=53% Hispanic=55% White=55% Black=50% Asian=17% Two or More Races=50% English Learners=57% Low Income=51% Gustine High School All=60% Hispanic=61% White=59% Black=100% Asian=56% Two or More Races=50% English Learners=57% Low Income=51%	Two or More Races=100% English Learners=95% Low Income=89% Gustine Middle School All=65% Hispanic=64% White=64% Black=100% Asian=75% Two or More Races=67% English Learners=77% Low Income=62% Gustine High School All=54% Hispanic=58% White=55% Black=0% Asian=30% Two or More Races=23% English Learners=68% Low Income=59%	Low Income= 93% Gustine Middle School All=68% Hispanic=71% White=69% Black=10% Asian=39% Two or More Races=50% English Learners=67% Low Income=61% Gustine High School All=73% Hispanic=70% White=74% Black=100% Asian=93% Two or More Races=67% English Learners=67% Low Income= 61%	Two or More Races= maintained English Learners= +28% Low Income= +6% Gustine Middle School All= +12% Hispanic= +3% White= +5% Black= +10% Asian= +10% Two or More Races= +27% English Learners= +20% Low Income= +11% Gustine High School All= -6% Hispanic= -9% White= -9% Black= -100% Asian= -53% Two or More Races= +10% English Learners= +10% Low Income= +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.34	Maintain pupil enrollment in a broad course of study for all students as measured by the master schedule as described under ED code sections 51210 and 51220 (a-i) (LCFF Priority 7)	Aeries Course Schedule 2023-24 100%	100% (Aeries Course Schedule 2024-25)	100% (Aeries Course Schedule 2025-26)	100%	Maintained 100%
1.35	Number of Experiential Learning Opportunities and the Percent of low income students who participate in experiential learning.	District wide experiential learning events (2023-24) GES: 5 events/36% low income RES: 3 events/31% low income GMS: 2 events/40% low income GHS: 10 events/30% low income	District wide experiential learning events (2024-25) GES: 13 events/79.9% low income RES: 8 events/84.62% low income GMS: 2 events/70% low income GHS: 62 events/55.88% low income	District wide experiential learning events (2025-26) GES: 7 events/82% low income RES: 9 events/84% low income GMS: 8 events/77% low income GHS: 126 events/76.2% low income	GES: 5 events/80% low income RES: 3 events/80% low income GMS: 2 events/80% low income GHS: 10 events/80% low income	GES: -6 events/+2.1% LI RES: +1 event/-.62% LI GMS: +6 events/+7% LI GHS: +64 events/+20.32% LI
1.36	LREBG Teacher Librarian and Media Clerk Survey from students for Percentage of unduplicated students reporting regular library use and access to resources that meet their interests and academic needs.	NA-New Metric	NA-New Metric	Percent of students who report increase to library use and access to resources that meet interest and needs. Baseline (2025-26) GES: 63% RES: 89%	Percent of students who report increase to library use and access to resources that meet interest and needs. GES: 66% RES: 92% GMS: 55%	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Literacy Support: Percentage of students indicating that library staff help them improve reading, research, and digital skills.			GMS: 52% GHS: 52% Percent of students stating the library staff help them improve reading, research, and digital skills. Baseline (2025-26) GES: 63% RES: 91% GMS: 62% GHS: 61%	GHS: 55% Percent of students stating the library staff help them improve reading, research, and digital skills. GES: 66% RES: 94% GMS: 65% GHS: 64%	
1.37	LREBG Instructional Aides and Literacy Teacher Percentage of unduplicated K–2 students demonstrating 1 year growth in reading and math	NA-New Metric	NA-New Metric	ELA DIBELS (Baseline 2025-26) GES: 34% RES: 40% Math (Baseline 2025-26) GES: 35.91% RES: 46.21%	ELA DIBELS (Baseline 2025-26) GES: 44% RES: 50% Math (Baseline 2025-26) GES: 45.91% RES: 56.21%	NA
1.38	LREBG Instructional Coaches-Percentage of teachers who engage in coaching cycles and implement strategies.	NA-New Metric	NA-New Metric	Percent of coaching cycles completed: GES: 66% RES: 75% GMS: 40% GHS: 68%	GES=80% RES=80% GMS=80% GHS=80%	NA
1.39	STAR Reading Assessment	NA-New Metric	NA-New Metric	% Meeting Grade Level Standard Kindergarten % 1st grade 38.8% 2nd grade 50% 3rd grade 40% 4th grade 33.8%	Kindergarten % 1st grade 41.8% 2nd grade 53% 3rd grade 43% 4th grade 36.8% 5th grade 36.3%	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				5th grade 33.3% 6th grade 39.6% 7th grade 30.4% 8th grade 40.4% 9th grade 46.4% 10th grade 45% 11th grade 54% 12th grade 55.1%	6th grade 42.6% 7th grade 33.4% 8th grade 43.4% 9th grade 49.4% 10th grade 48% 11th grade 57% 12th grade 58.1 %	
1.40	Math Interim Assessment Blocks (IAB)	NA-New Metric	NA-New Metric	Baseline % Near or Above Standard 3rd grade fractions 83.5% 4th grade fractions 55% 5th grade fractions 69% 6th grade ratios 27% 7th grade expressions 50% 8th grade linear equations 82% 9th grade functions 59% 10th grade functions 39% 11th grade functions 51%	3rd grade fractions 86.5% 4th grade fractions 58% 5th grade fractions 72% 6th grade ratios 30% 7th grade expressions 53% 8th grade linear equations 85% 9th grade functions 62% 10th grade functions 42% 11th grade functions 54%	NA

Goal Analysis [2025-26]

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.

All actions under Goal 1 were implemented, with varying levels of effectiveness in achieving the goal.

Successes:
Curriculum and Standards Access (Actions 1.1 & 1.2): All students district-wide maintained 100% access to standards-aligned instructional materials, as confirmed by the Williams Report (fall 2025) and the course calendar. English Learners had full access to CCSS, adopted content standards, and ELD standards. Teacher professional development participation reached 100%, up from a baseline of 99%.

Staff Quality Improvements (Metrics 1.3 & 1.4): The percentage of highly qualified teachers increased to 74.2%, up 3% from the 71.2% baseline. Teacher misassignment rates dropped significantly from 2.5% to 0.6%, reflecting meaningful improvement in staffing quality and appropriate placement.

Academic Intervention (Action 1.2): Reading intervention programs were implemented at all sites. The elementary level developed a robust reading intervention program, particularly at grade two, with foundational structures being built at grade one. A reading intervention at Gustine Middle School and Gustine High School was implemented.

Experiential Learning (Action 1.5): All four sites expanded experiential learning events. Gustine High School saw the most dramatic growth, increasing from 10 events to 126 events. Low-income student participation grew substantially across all sites GHS participation rose from 30% to 76.2%, GES from 36% to 82%, RES from 31% to 84%, and GMS from 40% to 77%. This represents one of the strongest implementation outcomes of the year.

Dual Enrollment (Metric 1.25): Dual enrollment surged from a baseline of just 3 students (0.05%) to 89 students (16.73%), far exceeding growth targets and demonstrating strong college and career readiness expansion.

English Learner Reclassification (Metric 1.23): The reclassification rate nearly doubled, increasing from 6.3% (n=38) to 12.5% (n=64) in 2024-25, reflecting improved EL support and language acquisition services.

A-G Completion (Metric 1.18): The percent of students meeting a-g requirements increased significantly from a baseline of 38.3% to 51.8% in 2024-25, a gain of 13.5 percentage points, well ahead of the 5% growth target.

College/Career Indicator (Metric 1.32): The percentage of students identified as college and career ready rose from 42.1% to 52.9% for all students, with Low Income students improving from 37.1% to 49.5% and English Learners improving from 17.1% to 26.5%.

ELPI Progress (Metric 1.22): District-wide English Learner Progress Indicator improved from 37.6% to 44.6%, a gain of 7 percentage points. LTEL progress also improved to 44.7%. Romero Elementary showed particularly strong gains, rising from 26.1% to 53.3%.

Challenges:
ELA Achievement (Metrics 1.14 & 1.12): While the district showed some improvement in grades 3–8 ELA (moving from 69.4 to 62.7 points below standard), progress was uneven. Most student groups at Gustine Middle School regressed. At Gustine Elementary, ELA performance for White students and Students with Disabilities declined. 11th grade ELA improved overall (moving from 17.9 points below to 1.5 points above standard), but English Learners and LTEL students remained significantly below standard.

Math Achievement (Metrics 1.15 & 1.13): Grades 3–8 math showed modest improvement district-wide (from 110 to 101.8 points below standard), but Gustine Middle School declined across all student groups, including a 9.3-point regression for Students with Disabilities. 11th grade math showed improvement overall (134.4 points below, down from 150.3), but remains deeply below standard for all groups, particularly English Learners (199.5 points below) and LTELs (205.5 points below).

CTE Completion (Metrics 1.26 & 1.27): Despite strong CTE enrollment numbers (n=778, 65.42%), CTE pathway completion dropped sharply from 10.52% (baseline) to 2.97%, a decrease of 7.55 percentage points. This is a significant concern for college and career readiness outcomes.

Long-Term English Learners (Metric 1.24): The number of Long-Term English Learners did not decrease. The LTEL count actually increased from 151 (29%) in 2024-25 to 176 (35.6%) in 2025-26, moving in the wrong direction relative to the reduction target. After-school tutoring support for this group was difficult to implement consistently.

Gustine High School EL Progress (Metric 1.22): While the district overall improved, Gustine High School's ELPI declined by 5 percentage points (from 37.6% at baseline to 32.8% in Year 1), though it partially recovered to 41.6% in Year 2.

Recognition and Incentives (Metric 1.33): Student perception of being recognized and rewarded for academic achievement declined at the district level (from 65% to 62%). Gustine Elementary saw a 14-point drop (from 77% to 63%), and Gustine High School declined 6 points (from 63% to 54%). Only Black students and Two or More Races students showed improvement in some school sites.

Dropout Rate (Metric 1.20): The high school dropout rate increased slightly from a baseline of 4.7% to 5.5% in 2024-25, though it remains below the 6.7% high seen in Year 1.

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.

The actions that had materials differences:

During the year end reconciliation process, it was identified that expenditures totaling $1,974,499 that were not accounted for in prior LCAP reports. These funds were expended on services that directly support the academic achievement of unduplicated students, including low-income students, English Learners, and foster youth, and are consistent with the intent and scope of Goal 1, Actions 1.2 and 1.4. The expenditures reflect the services provided and ensure alignment between actual spending and the LCAP goals and actions as intended.

1.1 Curriculum and Instruction: Spending was below budget in this action. During the planning process, funds were allocated in anticipation of updating the credit recovery program and mathematics curriculum. After further review, the district determined it was in the best interest of students to postpone these purchases for one year in order to conduct a more thorough evaluation of available programs and ensure the selected resources best meet the needs of unduplicated students.

1.2 Academic Intervention: Spending in this action reflects an increase above the originally budgeted amount due to a correction of accounting errors identified during the year end reconciliation process. Expenditures totaling $2,000,000 were not coded to the correct LCAP

actions at the time services were rendered. Upon review, it was determined that approximately $775,000 of these funds were expended on services directly aligned with the intent and scope of Action 1.2, including academic intervention supports, tutoring, and direct instructional services for low income students, English Learners, and foster youth. All services funded through this action were implemented as intended and benefited unduplicated student populations consistent with the district's Increased and Improved Services obligation.

1.4 High-Quality Staff Development and Instructional Coaching: Spending in this action reflects an increase of $1,200,000 above the originally budgeted amount due to a correction of accounting errors identified during the year end reconciliation process. Expenditures were not coded to the correct LCAP actions at the time services were rendered. Upon review, it was determined that these funds were expended on services directly aligned with the intent and scope of Action 1.4, including professional development, instructional coaching, and staff training focused on improving outcomes for unduplicated students. All services funded through this action were implemented as intended and directly supported the professional growth of certificated and classified staff in research based strategies proven to benefit low income students, English Learners, and foster youth, consistent with the district's Increased and Improved Services obligation.

1.5 Experiential Learning: Spending in this action was below the budgeted amount due to a mid-year budget reevaluation and a reduction in the number of field trips originally planned. Despite fewer trips, the district was able to provide a greater number of experiential learning opportunities for low-income students through thoughtful planning and cost-effective alternatives. The actual costs associated with these experiences were less than originally anticipated, resulting in savings within this action. All experiential learning opportunities provided were academically focused and directly benefited unduplicated students, including low-income students, English Learners, and foster youth, consistent with the intent of this action. The district will continue to expand and enhance experiential learning opportunities in the 2026-27 school year.

1.7 Additional Student Support: Spending in this action was below the budgeted amount primarily because the district was unable to complete the planned library upgrades within the 2025-26 school year. Despite this, the district was able to provide a significant level of support to unduplicated students through expanded library services, media clerks, and instructional aides at each school site. These services directly supported the academic achievement and literacy development of low-income students, English Learners, and foster youth through increased library access, small group instruction, and targeted academic support within the classroom.

1.8 English Learner Supports: Spending in this action was below the budgeted amount due to a shift in funding sources for professional development costs. Specifically, professional development expenditures associated with this action were moved from LCFF funds to Title III, resulting in lower than anticipated spending within the LCAP. The district successfully implemented professional development through SEAL (Sobrato Early Academic Language) which provided targeted training for staff in research-based strategies to support the language acquisition and academic achievement of English Learners.

1.10 Educational Technology Integration: Spending in this action was below the budgeted amount due to fewer devices being purchased than originally planned. The district provided Chromebooks, hotspots, and other technology tools to support the academic needs of low-income students, English Learners, and foster youth; however, the number of devices needed was less than anticipated at the time of budget planning. In response, the district has developed a comprehensive technology needs assessment plan to ensure a more accurate accounting of device inventory, student needs, and replacement cycles moving forward.

1.11 Supplies for Unduplicated Students: Spending in this action appears below the budgeted amount; however, upon further review, it was determined that this was the result of a budgeting error at the time of planning. The actual expenditures are consistent with the original plan and all supplies and instructional materials were purchased as intended to support the academic needs of low-income students.

1.12 Classroom Environment: Spending in this action was above the budgeted amount due to more classrooms being updated than originally anticipated. The district was able to update additional classrooms with flexible and collaborative seating arrangements

1.13 Transportation: Spending in this action reflects $0 for the 2025-26 school year. Transportation services were provided and continued to support low-income students and students in rural areas; however, the associated costs were charged to other district funds outside of the LCAP. The district remains committed to providing transportation services to unduplicated students, including those residing in Santa Nella, and this action will continue to be funded and implemented in the 2026-27 school year.

1.17 Celebrations of Learning and Incentives: Spending in this action was below the budgeted amount due to fewer celebrations and incentive activities being held than originally planned during the 2025-26 school year. The district continued to recognize and celebrate the academic achievements and improvements of unduplicated students, including the Seal of Biliteracy, reclassification, and improvements in CAASPP, CAST, and ELPAC; however, the number of planned events was reduced resulting in lower than anticipated expenditures.

1.18 Long-Term English Learners (LTELs): Spending in this action was below the budgeted amount for two primary reasons. First, the majority of planning, progress monitoring, and goal setting for Long-Term English Learners was conducted through the existing monthly EL Coalition meetings. These meetings provided a structured and consistent forum for staff to create and monitor individualized goals for LTELs in Ellevation, review academic and language development progress, and collaborate on targeted instructional strategies. As this work was incorporated into a standing meeting structure, no additional costs were incurred. Second, while after-school tutoring was planned as an additional support for LTELs, this was only implemented on a short-term basis due to limited staff availability to provide services beyond the regular school day.

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

1.1 Curriculum and Instruction: EFFECTIVE All students maintained 100% access to standards-aligned materials and curriculum frameworks. English Learners had full access to CCSS, adopted content standards, and ELD standards. Teacher professional development participation reached 100%. This foundational action was consistently implemented across all sites and all years.

1.2 Academic Intervention: EFFECTIVE Reading and math intervention programs were implemented at all school sites. i-Ready Diagnostic data (through Year 2, May 2025) showed gains across most grade levels in both reading and math — notably, Kindergarten math improved from 36% to 46%, and 1st grade reading improved from 32% to 44%. The exception was slight declines in 4th grade reading (24% to 22%) and 6th grade reading (22% to 12%). LREBG-funded literacy teachers at the elementary level strengthened early reading instruction, and Physical Education teachers provided release time for Tier II and III interventions.

1.3, 1.4, 1.15, 1.16 MTSS, Staff Development, ELA & Math Achievement: SOMEWHAT EFFECTIVE Instructional norms were implemented district-wide. PLC teams met regularly and used data to guide instruction. Coaching structures were established. However, the impact on state assessment outcomes was limited. ELA distance from standard improved slightly at the district level (69.4 to 62.7 points below) but

most groups at Gustine Middle declined. Math showed modest improvement district-wide, but Gustine Middle School regressed across all student groups. The gap between professional development investment and measurable student outcomes suggests that implementation fidelity and instructional transfer need continued attention.

1.5 Experiential Learning: EFFECTIVE This was one of the strongest performing actions. All sites significantly increased the number of experiential learning events, and low income student participation grew dramatically from 20 to 50 percentage points across sites. Gustine High School grew from 10 to 126 events, with low income participation rising from 30% to 76.2%. This action successfully expanded access and engagement for the target student populations.

1.6 College and Career Readiness: SOMEWHAT EFFECTIVE Results were mixed. Dual enrollment grew dramatically from 3 to 89 students, a 19.68 percentage point increase for all students, and a-g completion rose significantly to 51.8%. The College/Career Indicator for all students improved from 42.1% to 52.9%. However, CTE pathway completion declined sharply from 10.52% to 2.97%, and EAP math pass rates, while improved (5.26% to 10.44%), remain low. The disconnect between CTE enrollment and completion is a key area for improvement.

1.7, 1.12, 1.13 Additional Student Supports (including Library and Instructional Aides), Classroom Environment, and transportation: SOMEWHAT EFFECTIVE Science assessment results were mixed. Fifth grade all student CAST proficiency improved from 18.49% to 20.37%, and High School improved from 12.12% to 23.57%. However, Romero Elementary CAST scores declined across all student groups, and 8th grade results were inconsistent. LREBG-funded instructional aides in K-2 classrooms began providing targeted support, and new Teacher Librarian and media clerk positions were established, though library use metrics are in their baseline year (2025-26) and outcomes will be measured moving forward.

1.8 English Learner Supports: SOMEWHAT EFFECTIVE District wide ELPI improved by 7 percentage points from 37.6% to 44.6%. The EL reclassification rate nearly doubled from 6.3% to 12.5%. Romero Elementary showed strong ELPI gains from 26.1% to 53.3%. However, Gustine High School's ELPI declined. The LTEL population did not decrease. It grew from 151 to 176 students, indicating that language acquisition supports, while improving for some students, are not yet sufficiently reaching those most at risk of long term English Learner status. Challenges with after school tutoring implementation further limited impact.

1.9 Academic Counseling: SOMEWHAT EFFECTIVE A-g completion improved significantly (+13.5 points) and dual enrollment expanded dramatically. Graduation rates remained high. However, the dropout rate increased slightly, AP performance was essentially flat, and CTE completion declined. Counselors are meeting with unduplicated students, but more structured follow-through on CTE pathway completion and at-risk student monitoring is needed.

1.10 Educational Technology Integration: EFFECTIVE Overall technology integration perception improved, and technology access through Chromebooks, hotspots, and interactive televisions continued to expand. EL student perception of technology benefits increased by 7–11 percentage points. Low-income student perception declined initially but showed recovery. The Technology Committee continued meeting monthly. While access improved, classroom integration of technology into instruction remains an area for growth.

1.11 Supplies for Unduplicated Students: EFFECTIVE Supplies and instructional materials were provided to support low-income students. Assessment data for students served through this action showed gains consistent with overall intervention outcomes. This action supported the broader instructional program for unduplicated student populations.

1.14 Professional Learning Communities: EFFECTIVE PLC teams met regularly on a weekly basis across all sites, with monthly MTSS and EL Coalition. Teams used student data to guide instruction and refine supports. The district provided additional time for inclusion collaboration allowing general education and special education teachers to have 40 minutes each week set aside for planning.

1.17 Celebrations of Learning and Incentives: SOMEWHAT EFFECTIVE Recognition events occurred at all sites and awards were given for academic achievement, reclassification, and the Seal of Biliteracy. However, student survey data (Metric 1.33) showed that overall perception of being recognized and rewarded declined at the district level and at Gustine Elementary and High School. Only select student groups at Romero Elementary and Gustine Middle School improved. The action needs refinement to ensure recognition is experienced as meaningful and consistent by all student groups.

1.18 Long-Term English Learners: SOMEWHAT EFFECTIVE The EL Coalition met and analyzed data. LTEL goals were developed in Ellevation for monitoring progress. ELPI for LTEL students improved to 44.7%, and reclassification rates increased. However, the overall LTEL count increased from 151 to 176 students (35.6%), indicating that despite programmatic efforts, the district has not yet achieved a reduction in the LTEL population. More intensive, targeted intervention for this group is needed, along with consistent implementation of tutoring and support services.

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.

During the 2025-26 school year, the district made the decision to discontinue the use of i-Ready Reading (Metric 1.6), i-Ready Math (Metric 1.7), MAPS Reading (Metric 1.8), MAPS Math (Metric 1.9), and MAPS Science (Metric 1.10) as progress monitoring tools. After careful evaluation, it was determined that these assessments were not providing meaningful data to demonstrate student progress and required a significant amount of instructional time to administer, taking valuable time away from teaching and learning.

In response, the district transitioned to more effective and efficient assessment tools. STAR Assessments for English Language Arts have been added as Metric 1.39 and Math Interim Assessment Blocks (IABs) have been added as Metric 1.40 to monitor student progress in mathematics. These updated metrics are reflected throughout the Goal 1 metrics page and the actions table. Specifically, Metric 1.39 is referenced in Actions 1.11 and 1.15, and Metric 1.40 has replaced Metric 1.7 in Action 1.16 for mathematics. These changes reflect the district's ongoing commitment to using data tools that provide actionable and meaningful information to improve outcomes for all students.

The year end reconciliation process identified that expenditures totaling $1,974,499 were not coded to the correct LCAP actions at the time of purchase. These funds were expended on services that directly support the academic achievement of unduplicated students, including low-income students, English Learners, and foster youth, and are consistent with the intent and scope of Goal 1, Actions 1.2 and 1.4. The expenditures reflect the services provided and ensure alignment between actual spending and the LCAP goals and actions as intended. The added costs are included in 1.2 and 1.4.

Metrics 1.36-1.40 are new metrics and therefore do not have a Year 1 outcome.

LREBG Spending will be completed in the 2026-27 school year. More funds were expended than planned in the amount of $177,605 in 25-26, even after moving some staff to other funding sources, classified staff and hours were reduced. The district moved Literacy teachers to other funding sources such as Title I and Literacy Coaches and Reading Specialists Grant. The teacher librarian was moved to Title IV. All actions originally identified for LREBG will take place.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction	Curriculum and Instruction leadership will conduct meetings as needed with site leaders and selected content leaders to review and recommend curriculum, plan and coordinate district professional development, and recommend instructional methods to the governing board. The research-based curriculum and methods will be based on the needs of English Learners, Low Income, and Foster Youth.	$72,795.00	Yes
1.2	Academic Intervention	As determined by each school site, administration, teachers, and leadership will increase reading and math intervention programs which may include intervention teachers, additional classroom support, the purchase of specific intervention curriculum, tutoring support in core academic areas, and utilize intervention programs with priority services for Low Income pupils, English Learners, and Foster Youth, and Students with Disabilities. Funding will also support a variety of additional academic intervention and enrichment opportunities that help accelerate student understanding and engagement in learning. This action will increase the academic achievement in the areas of English Language Arts and Mathematics as evidenced by increases in i-Ready Diagnostic scores (Kindergarten-Grade 8), MAPS (9-12), higher levels of reading achievement based on phonemic awareness assessments, and decreasing the distance below standards on the CAASPP assessments. Elementary Physical Education teachers will provide time at the elementary sites to decrease class sizes to allow for Tier II and Tier III interventions.	$413,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Using funds from the Learning Recovery Emergency Block Grant (LREBG), the school will hire two literacy teachers ($241,000) to strengthen early literacy instruction at the elementary level. These teachers will provide targeted small-group interventions focused on early reading skills to help ensure all students are reading proficiently by the end of second grade. In addition, they will support literacy development for students in grades three through five through focused small-group instruction aimed at addressing specific learning gaps and advancing reading proficiency. By adding literacy intervention teachers, the district is investing in evidence-based strategies shown to improve early reading outcomes and reduce long-term achievement gaps, directly supporting unduplicated student populations. Research consistently shows that early literacy is a critical predictor of long-term academic success. Targeted small-group instruction is one of the most effective ways to accelerate learning and close gaps. The National Reading Panel (2000) and the Institute of Education Sciences (IES, 2020) recommend differentiated, small-group reading interventions to improve student outcomes. Furthermore, early intensive instruction in phonics, fluency, vocabulary, and comprehension has been shown to significantly improve reading achievement, especially for students who are at risk and low income (Foorman et al., 2016; IES Practice Guide). By adding literacy intervention teachers, the district is investing in evidence-based strategies shown to improve early reading outcomes and reduce long-term achievement gaps, directly supporting unduplicated student populations. This action will be measured using metric 1.37.		
1.3	Multi-Tiered Systems of Support (MTSS)	District data states that Low Income students, English Learners, and Foster Youth have higher needs in the areas of academic, behavioral, and Social Emotional health as evidenced by state and local measures. In order to improve the quality and access to interventions and supports, the Multi-Tiered Systems of Support (MTSS) services for English Learners, low income and Foster Youth through a system of on-going analysis of student performance and progress will be improved. District teams will	$256,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meet to review progress and create additional supports as needed. Professional Learning Communities (PLC) teams and teacher leaders will utilize instructional norms, collect data, and track the progress to improve outcomes for students. Specific time is allotted every Wednesday for teams to meet and plan. Teachers will be provided with support, resources, data systems, planning days, and grade-level collaboration time to participate in Professional Learning Communities to promote authentic and timely assessment and review of student progress and performance as a means to strengthen instruction, monitor performance gaps between student groups, and to identify students for academic and enrichment interventions. This action will increase and improve the support services provided for English Learners, Foster Youth, and Low Income students in the areas of academics, behavioral, and Social Emotional health as evidenced by survey data and decreases in referrals for intervention, behavioral, and SEL among the stated student groups. An emphasis on continuous data review to monitor the academic achievement of unduplicated student groups. All sites will create/continue an MTSS team to ensure equitable access and supports are provided to all students not making adequate progress. This will support Tier II classroom instruction and Tier III instruction as well as thorough and continuous monitoring to provide individual supports and data reviews. PBIS and Restorative practices will be reviewed as well to ensure that SEL needs are met for students. District MTSS meetings will include site representatives, mental health clinicians, and counselors to collaborate and create new programs as needed to support unduplicated students. This action will help to monitor progress and make instructional changes to have positive academic and behavioral impacts for unduplicated students.		
1.4	High Quality Staff Professional Development and Instructional Coaching	Gustine Unified School District will provide ongoing professional development to improve practices of educators, instructional aides, administrators, and other staff in order to improve the outcomes and learn new research-based strategies to improve the outcomes for unduplicated students. The certificated professional development will include:	$1,185,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a) Instructional norms b) MTSS c) PLC development and alignment d) Designated and Integrated ELD e) Sciences of reading f) mathematics framework, using manipulatives, and providing feedback g) Next Generation Science Standards (NGSS) h) standards-based grading, lesson design, rubric development, and i) other strategies Classified and other school employee professional development will be used to increase skills in working with unduplicated students. This action will also provide mentors to support new teachers through induction and ensure ongoing support. Instructional Coaches will provide support and training for all teachers in the district to focus on strategies that support English Learners, low income, and foster youth. An increase of one professional development day was added to the teacher contract to provide professional development throughout the year. A highlight will be the introduction to instructional norms training for all teachers. The district will use the three professional development days to build the capacity of teachers in learning and implementing the instructional norms which are research based strategies proven beneficial to unduplicated students. Staff will provide the training to the teachers. An instructional coach will be added to each school site ($425,000) using LREBG funds. This will support improved academic achievement for all students. These coaches will engage in structured coaching cycles with teachers to strengthen first instruction, ensuring that high-impact strategies are consistently and effectively implemented in classrooms. Research consistently shows that instructional coaching is one of the most effective forms of professional development. Coaches will work closely with teachers, using a collaborative, data-driven approach to identify instructional goals, implement evidence-based strategies, and reflect on		

Action #	Title	Description	Total Funds	Contributing
		student progress. This action will be measured by Metric 1.38 that will measure how many teachers participate in coaching cycles. By focusing on high-quality, individualized support, instructional coaches will help teachers analyze student data to inform instruction, close learning gaps, and accelerate growth. Through strong site-based relationships, data-informed decision-making, and a focus on continuous improvement, instructional coaches will play a key role in improving student achievement across all grade levels.		
1.5	Experiential Learning	Sites will provide hands-on learning experiences and field trips for low income students. These experiences will allow students to connect conceptual knowledge, apply skills, and reflect on the learning process. This funding will support academically focused field trips and learning events. These learning experiences will provide students with the opportunity to reflect on what they are learning and have greater opportunities to engage in and set goals for academic learning in their schools and the community.	$155,666.00	Yes
1.6	College and Career Readiness	In order to enhance and expand students' opportunities in college and career readiness, staff and counselors will monitor and encourage the enrollment of student groups in Career Technical education courses, AVID, and increase dual/concurrent enrollment. Funding will be provided to cover fees and supplies associated with dual enrollment or work experience. The district will enhance and expand student opportunities to learn about College and Career Readiness and to experience innovative authentic learning through a broad course of study, including elective courses aligned to Career and Technical Education standards and Career Ready Practices, which support CCSS. Gustine High School will continue to participate in the final year of the Networked Improvement Communities for mathematics to improve the college acceptance rate of Latinx students to four year universities. After the conclusion of CVNIC, best practices will be employed to ensure progress continues.	$726,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Additional Student Supports	Students also need access to literacy services and books. Instructional aides will support and extend the academic achievement and learning progress of unduplicated students. This will occur within the school day and after school as needed. Library Media Aides will be provided to provide additional literacy services and time for students to have access to a wide variety of books. Funds will also be provided to update library books and research supplies. Funding will also be provided for teachers to update and extend classroom libraries. LREBG Funds will be utilized to add instructional aides ($249,525) to Kindergarten through Grade 2 classrooms to provide targeted support in foundational reading skills and other academic areas. Aides will assist with small-group instruction, reinforce Tier 1 strategies, and support Tier 2 interventions as part of a structured, standards-aligned instructional program. Their support will allow teachers to provide more differentiated and responsive instruction. This action is grounded in research that demonstrates the importance of early intervention and adult support in the primary grades. By increasing capacity in K–2 classrooms, the district aims to ensure that all students receive the individualized attention needed to build strong academic foundations and achieve grade-level proficiency in reading and math. This action will be measured using metrics 1.14, 1.15, and 1.37. The district will hire a full-time credentialed Teacher Librarian ($142,000) and media clerks ($239,000) to expand library access, increase instructional support, and enhance digital literacy across all school sites using LREBG funds. Media clerks will increase the number of open library hours, supporting independent reading, and research access. The Teacher Librarian will provide direct instruction to students in information literacy, digital citizenship, research skills, and reading engagement. Research demonstrates that schools with credentialed teacher librarians have higher student achievement, particularly in reading. Teacher librarians also play a critical role in supporting implementation of Common Core and state content standards by collaborating with teachers to deliver inquiry-based learning experiences.	$609,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By increasing library hours and expanding instructional support through a certified Teacher Librarian, this action ensures equitable access to high-quality resources and targeted instruction that supports literacy development, research proficiency, and 21st-century skills. Expanding media clerks and adding a teacher librarian will be measured by metric 1.36 which will use a survey to measure how beneficial teachers and find the expanded library hours and support from library staff.		
1.8	English Language Learner Supports	GUSD and specifically Romero Elementary School will increase services to English Learner students and reclassified students by expanding intervention support and programs. These programs will help in the language acquisition of English Learners because teachers will strategically use language targets during designated and integrated ELD. Lesson plans will be developed weekly and will include an area for English Learners to ensure language acquisition supports are present. Administrators will monitor the progress of English Learners by analyzing and collecting data from walk-throughs. In order to increase language acquisition, the English Learner Coalition team will meet monthly to review the progress of English Learners, research and develop language acquisition programs and classes, and provide suggestions for improving the supports provided to English Learners. Newcomers will receive additional supports as needed to acclimate in the schools, know what resources are available, and their progress and needs will be monitored. Instructional aides will also work with Long Term English Learners to provide additional support as well as progress monitor to ensure all English learners continue to make progress. The district will also provide professional development in the latest research-based practices in designated and integrated English Language Development and support as well as knowing and understanding where to find out about each English Learner's unique needs. Teachers will be provided with training in the strategic use of student performance data for continuous improvement. This action is expected to increase reclassification and demonstrate progress on the ELPI for every English Learner.	$97,349.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Academic Counseling	The California Dashboard and district data show a discrepancy between all students and English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment. School counselors will meet with each unduplicated student at least two times per year to encourage completion of CTE pathways, monitor progress toward graduation and a-g readiness, financial aid, dual enrollment, social and emotional interventions, and provide interventions and academic plans to ensure all students are prepared for college and career. This will be measured by increasing the number of English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment as measured by local data in the student information system of Aeries.	$362,194.00	Yes
1.10	Educational Technology Integration	Many low income students do not have access to technology tools, internet, or the support to effectively use technology tools to access support in academic areas. This action will increase the integration of technology into classrooms and is intended to increase and improve access to learning resources and instructional technology devices. Students will be provided with Chromebooks, hot spots, and improved internet access as well as digital tools such as Google Apps for education and other digital supports necessary to improve access to core content areas and prepare for college and career. Each site will ensure common areas and classrooms are equipped with technology tools such as interactive televisions to increase engagement and other technology. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home. In addition to ensuring access to necessary technology, the district is dedicated to enhancing the effective integration of technology tools to	$273,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support the academic success of unduplicated student groups, including low-income students, English learners, and foster youth. To support this effort, the district's Technology Committee—comprised of educators, instructional coaches, and IT staff meets monthly to evaluate and recommend new digital tools and resources. These tools will be introduced to school staff through regular presentations and hands-on demonstrations at staff meetings, ensuring that teachers are equipped to implement them effectively in their classrooms which provide additional supports to unduplicated students.		
1.11	Supplies for Unduplicated	Additional funding will be provided to purchase supplies and instructional learning materials to better support low income students. In order to provide all students with a positive learning experience to be prepared for college and career, basic materials and supplies will be purchased to support the academic needs of low income.	$15,500.00	Yes
1.12	Classroom Environment	To increase a positive learning environment and create opportunities for collaboration, furniture will be purchased to provide flexible seating, collaboration tables, and equipment to work as a team. This action will provide space and furniture needed for increased collaboration and teamwork in which research has shown to improve the outcomes of low income and English Learner students.	$5,500.00	Yes
1.13	Transportation	Gustine Unified School District serves students in Gustine and Santa Nella which are approximately 10 miles apart. Low income students in rural areas and Santa Nella need transportation to get to school. GUSD will contract with an outside busing company to supplement the current number of buses and/or drivers. Due to low number of bus drivers available, GUSD has purchased vehicles to provide and supplement transportation for low income students. Funds will also be utilized to provide GUSD vehicle drivers. Vehicles will also be purchased as needed.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Professional Learning Communities	Gustine Unified School district has lower levels of achievement, lower a-g completion and college going rate for unduplicated students when compared to all students. In order to improve outcomes, all teachers in Gustine Unified School District participate in Professional Learning Communities (PLC) on a weekly basis. The district recognizes that there is a difference in achievement amongst unduplicated students and PLC time is used to improve instruction for unduplicated pupils. Teachers analyze data specific to student groups and collaborate regarding the best instructional strategies to help English Learners, Low Income and foster youth achieve in schools. Teachers use the plan, do, study, act process to make SMART goals to ensure students are improving academically. In addition to weekly PLC time, teachers, administrators, coaches and counselors meet on a monthly basis for Multi-Tiered Systems of Support (MTSS), EL Coalition Team meetings, and Central Valley Networked Improvement Communities (CVNIC) to increase outcomes for low income, English Learners, and foster youth. Over the next three years, GUSD will recreate a consistent district-wide Professional Learning Community plan that clarifies objectives and accountability measures for data driven collaborative teams and strengthens strong instructional strategies that increase student achievement. This will include implementation of instructional norms, consistent use of data, and building capacity through collaboration time, instructional walkthroughs and classroom visits. Teachers are afforded two PLC collaboration days each year in addition to the early release time. The revamp of the PLC process will focus on improving outcomes for unduplicated student groups.	$0.00	No
1.15	Increased Achievement in English Language Arts	Gustine Unified School District has a district goal to ensure students are reading on grade level by third grade. In order to meet this goal, GUSD will continue the learning from LETRS and the sciences of reading to implement the instructional changes needed for growth in English Language Arts. Data will be monitored to ensure all students are making progress. Research shows that low income and English Learners students will need explicit and systematic foundational reading instruction in order to boost their reading achievement. These strategies will be part of the core instructional program and curriculum will be updated to meet the needs of	$10,000.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
1.16	Increase Achievement in Mathematics	All Students, English Learners, Low income students, Hispanic, and students with disabilities are red on the CA Dashboard and the lowest status by indicator on the CA Dashboard for the district. Gustine Elementary School had the student groups of English Learners and Students with Disabilities as the lowest status on the CA Dashboard. The CA Dashboard also reports that the lowest status at Gustine Middle School for mathematics is Hispanic and students with disabilities. The district is working toward improving outcomes for these groups through a concerted effort districtwide to improve the quality of instruction. All mathematics teachers will engage students with the following strategies: Rich Mathematical Problems: Mathematics teachers across the district will engage students in complex and meaningful mathematical problems that encourage reasoning and problem-solving skills based on conceptual understanding. Productive Struggle: Teachers will employ strategies to support students through productive struggle in mathematics, encouraging them to grapple with challenging concepts and develop resilience in problem-solving. Differentiated Instruction: Tailored instructional approaches will be used to meet the diverse needs of English Learners, low-income students, and students with disabilities, ensuring that all students receive appropriate support and challenge. The district will contract with Merced County Office of Education to provide training in conceptual understanding, use of manipulatives, Building Thinking Classrooms, and lesson design to improve the outcomes of these student groups. In addition all mathematics teachers will be a part of a three day, grade specific training to learn about the mathematics frameworks and how to teach specific grade level strands and standards. Classroom walkthroughs will ensure manipulatives are used regularly, collaboration is happening, and students are engaging in rich, grade level mathematics.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CAASPP Interim Assessments will be utilized by all teachers in grades 3-11 to monitor progress and ensure low income, English Learner, Hispanic, and Students with disabilities needs are addressed. Tools for teachers and Standards-based instruction and grading will be utilized to better communicate the learning of all students. Tier II interventions in the classroom will be provided to students based on the data. Tier II interventions will be focused on mathematics and support the learning of low income, long term English Learners, Hispanic, and students with disabilities. Students will be grouped based on need and progress will be monitored to ensure growth. Students with Disabilities district wide will learn mathematics through inclusion, with accommodations in place, to ensure instruction is at the grade level standard. Gustine High School will offer Math I and Math II Support classes. These support classes will take the place of an elective course and provide hands-on learning and review of important mathematical concepts to ensure unduplicated students are learning math at high levels. By implementing these strategies, Gustine Unified School District aims to improve academic outcomes and support the success of All students, English Learners, low-income students, and students with disabilities in mathematics.		
1.17	Celebrations of Learning and Incentives	To celebrate learning for unduplicated student groups, sites will provide incentives and awards to celebrate students for high achievement, academic improvement, and academic accomplishments such as the Seal of Biliteracy, reclassification, improvement in CAASPP, CAST, ELPAC and other measures.	$14,500.00	Yes
1.18	Long Term English Learners	The needs of Long Term English Learners (LTEL) will be addressed through professional development of all teachers to know and understand the needs of LTELs as well as how to support their academic success.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These supports will include the use of ELD standards, using the four domains in daily instruction, and visual aids to support English Language Arts and mathematics. This support will also include intervention and/or tutoring for Long Term English Learners. All LTELs will have goals created in Ellevation to monitor progress in academics and language development.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	FIT Report Increase the percent of facilities in good repair (Priority 1)	Williams Report (fall 2023) 98.09%	Williams Report (Fall 2024) 98.05%	Williams Report (Fall 2025) 98.57%	100%	-0.48%
2.2	Increase the percent of staff, students, and families who report Connectedness to School	Kelvin Local Survey (May 2024) Staff stating they feel connected to the school. Staff=88% Students stating they feel connected to the school. All=69% Hispanic=70% White=70% Black=75% Asian=59% Two or More Races=61% EL=71% LI=71% Homeless-86% Families stating they feel connected to the school Families=82.1%	Kelvin Local Survey (May 2025) Staff stating they feel connected to the school. Staff=58% Students stating they feel connected to the school. All=73% Hispanic=73% White=70% Black=100% Asian=67% Two or More Races=100% EL=75% LI=71% Homeless-71% Families stating they feel connected to the school	Kelvin Local Survey (May 2026) Staff stating they feel connected to the school. Staff=69% Students All= 65% Hispanic= 68% White= 65% Black= 75% Asian= 40% Two or More Races= 50% EL= 75% LI= 69% Homeless= 100% Families= 70.9%	Staff=91% Students All=72% Hispanic=73% White=73% Black=78% Asian=62% Two or More Races=64% EL=74% LI=74% Homeless=89% Families=85.1%	Staff= -19% Students All= -4% Hispanic= -1% White= -5% Black= maintained Asian= -19% Two or More Races= -11% EL= +4% LI= -2% Homeless= +14% Families= -11.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Families=75%			
2.3	Facilities are Clean and in good Repair	Kelvin Local Survey (May 2024) % stating facilites are clean and in good repair Staff=74% Students All=61% Hispanic=62% White=63% Black=0% Asian=50% Two or More Races=50% EL=68% LI=65% Homeless=67% Families=74%	Kelvin Local Survey (May 2025) % stating facilites are clean and in good repair Staff=59% Students All=63% Hispanic=65% White=63% Black=60% Asian=68% Two or More Races=47% EL=68% LI=64% Homeless=71% Families=74.3%	Kelving Local Survey (May 2026) % stating facilities are clean and in good repair. Staff= 73% Students stating the school campus is clean. All= 65% Hispanic= 66% White= 66% Black= 100% Asian= 40% Two or More Races= 46% EL= 66% LI= 67% Homeless= 100% Families= 90.9%	Staff stating facilities are clean and in good repair. Staff=77% Students stating the school campus is clean. All=64% Hispanic=65% White=67% Black=3% Asian=53% Two or More Races=53% EL=71% LI=68% Homeless=70% Families=77%	Staff stating facilities are clean and in good repair. Staff= -1% Students stating the school campus is clean. All= +3% Hispanic= +4% White= +3% Black= +100% Asian= -10% Two or More Races= -4% EL= -2% LI= +2% Homeless= +33% Families= +16.9%
2.4	Safety	Kelvin Local Survey (May 2024) Staff stating they feel safe or very safe. Staff=84% Students stating they feel safe or very safe. All=70% Hispanic=72%	Kelvin Local Survey (May 2025) Staff stating they feel safe or very safe. Staff=64% Students stating they feel safe or very safe. All=64% Hispanic=67%	Kelvin Local Survey (May 2026) Staff stating they feel safe or very safe at school. Staff= 73% All= 66% Hispanic= 68% White= 65% Black= 75%	Staff stating they feel safe or very safe at school. Staff=87% All=73% Hispanic=75% White=75% Black=53% Asian=57%	Staff stating they feel safe or very safe at school. Staff= -11% All= -4% Hispanic= -4% White= -7% Black= +25% Asian= -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White=72% Black=50% Asian=54% Two or More Races=56% EL=68% LI=72% Homeless=60% Families=87.5%	White=66% Black=60% Asian=53% Two or More Races=53% EL=69% LI=67% Homeless=43% Families=71.9%	Asian= 47% Two or More Races= 35% EL= 72% LI= 71% Homeless= 70% Families= 81.8%	Two or More Races=59% EL=71% LI=75% Homeless=60% Families= 90.5%	Two or More Races= -21% EL= maintained LI= -1% Homeless= +10% Families= -5.7%
2.5	Suspension Rate	CA Dashboard 2023 % suspended at least one day District All= 4.9% Hispanic=4.3% White=13.5% (districtwide group with the lowest status indicator) Two or More Races=7.3% (districtwide group with the lowest status indicator) Homeless=5.7% Low Income=4.7% SWD=7.6% EL=4.4% Gustine Elementary All=3.2% suspended (lowest status indicator) Hispanic=2.7%	CA Dashboard 2024 % suspended at least one day District All=4.6% Hispanic=4.9% White=1.6% (districtwide group with the lowest status indicator) Two or More Races=10.5% (districtwide group with the lowest status indicator) Homeless=No performance color Low Income=5.2% SWD=15.3% EL=5.7% Gustine Elementary	CA Dashboard 2025 % suspended at least one day District All=4.3% Hispanic=4.2% White=5% (districtwide group with the lowest status indicator) Two or More Races=4.8% (districtwide group with the lowest status indicator) Homeless=4.4% Low Income=4.6% SWD=7.4% EL=4.7% LTEL=11.5% Gustine Elementary All=1% suspended (lowest status indicator)	District All= 1.9% Hispanic=1.3% White=4.3% Two or More Races=10.5% Homeless=2.7% Low Income=1.7% SWD=4.6% EL=1.4% Gustine Elementary All=0% Hispanic=0% White=5% Two or More Races=0% Homeless=7.5% Low Income=0% SWD=2.3% EL=0%	District All= -0.6% Hispanic= -0.1% White= -8.5% Two or More Races= -2.5% Homeless= -1.3% Low Income= -.01% SWD= -0.01% EL= +7.1% Gustine Elementary All= -2.2% Hispanic= -1.6% White= -7.7% Two or More Races= 10% baseline Homeless= -10.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White=8.8% suspended (lowest group within school) Two or More Races=less than 11 students Homeless=10.5% Low Income=3.5% suspended (lowest group withing school) SWD=5.3% EL=1.7% Romero Elementary All= 0% Hispanic=0% White=0% Two or More Races=0% Homeless=5% Low Income=0% SWD=0% EL=0% Gustine Middle School All= 8.9% Hispanic=7.9% White=11.4% Two or More Races=16.4% Homeless=less than 11 students Low Income=8.6% SWD=19.6% EL=8.9%	All=0% suspended (lowest status indicator) Hispanic=0% White=0% suspended (lowest group within school) Two or More Races=less than 11 students Homeless=0% Low Income=0% suspended (lowest group within school) SWD=0% EL=0% Romero Elementary All= 0.9% Hispanic=1% White=0% Two or More Races=less than 11 students Homeless=less than 11 students Low Income=1% SWD=0% EL=0.9% Gustine Middle School All= 4.7% Hispanic=5.1%	Hispanic=1.1% White=0% suspended (lowest group within school) Two or More Races=l0% Homeless=0% Low Income=1.2% suspended (lowest group within school) SWD=0% EL=1.4% Romero Elementary All= 0% Hispanic=0% White=0% Two or More Races=less than 11 students Homeless=less than 11 students Low Income=0% SWD=0% EL=0% Gustine Middle School All= 11% Hispanic=10.9% White=12%	Romero Elementary All= 0% Hispanic=0% White=0% Two or More Races=0% Homeless=0% Low Income=0% SWD=0% EL=0% Gustine Middle School All= 5.9% Hispanic=4.9% White=8.4% Two or More Races=13.4% Homeless=4% Low Income=5.6% SWD=16.6% EL=5.9% Gustine High School All= 2.8% Hispanic=2.3% White=2.7%	Low Income= -2.3% SWD= -5.3% EL= -0.3% Romero Elementary All= remained at 0% Hispanic= remained at 0% White= remained at 0% Two or More Races=less than 11 students= remained at 0% Homeless=less than 11 students Low Income= remained at 0% SWD= remained at 0% EL= remained at 0% Gustine Middle School All= +2.1% Hispanic= +3% White= +0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gustine High School All= 5.8% Hispanic=5.2% White=5.7% Two or More Races=20% Homeless=7.7% Low Income=5.2% SWD=8.9% EL=7.8%	White=3% Two or More Races=less than 11 students Homeless=less than 11 students Low Income=5.5% SWD=6.7% EL=5.4% Gustine High School All= 4.6% Hispanic=4.9% White=1.6% Two or More Races=10.5% Homeless=less than 11 students Low Income=5.2% SWD=15.3% EL=5.7%	Two or More Races=less than 11 students Homeless=less than 11 students Low Income=11.4% SWD=20.9% EL=10.9% LTEL: 16.7% Gustine High School All= 4.8% Hispanic=4.3% White=7.3% Two or More Races=6.3% Homeless=9.1% Low Income=5.1% SWD=17.6% EL=8.5% LTEL: 9%	Two or More Races=17% Homeless=4.7% Low Income=2.2% SWD=5.9% EL=4.8%	Two or More Races= less than 11 Homeless= less than 11 students Low Income= +2.8% SWD= +1.3% EL= +2% LTEL=16.7% Baseline Gustine High School All= -1% Hispanic= -0.9% White= +1.6% Two or More Races= -13.7% Homeless= +1.4% Low Income= -.01% SWD= +8.7% EL= +0.5% LTEL=9% Baseline
2.6	Expulsion	EdData 2022-23 Expulsions=2	EdData 2023-24 Expulsions=1	EdData 2024-25 Expulsions=0	Expulsions=0	Expulsions= -2
2.7	Attendance rates	Aeries (monthly attendance summary totals 2023-24) 93.52%	Aeries (monthly attendance summary totals 2024-25) 92.2%	Aeries (monthly attendance summary totals 2025-26) 93.03%	95.52%	-0.49%
2.8	Chronic Absenteeism	EdData 2022-23 Chronic Absenteeism rate	EdData 2023-24 Chronic Absenteeism rate	EdData 2024-25 Chronic Absenteeism rate		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District All=29.9% English Learners=28.4% LI=32.4% FY=8.3% Homeless= 47.1% Hispanic=29.4% White=35.6% Two or more races=33.3% SWD=36.7% Gustine Elementary School All=29.7% English Learners=26.7% LI=32% FY=less than 11 students Homeless=47.4% Hispanic=28.7% White=36.8% Two or More Races=less than 11 students SWD=27.4% Romero Elementary School All=31.6% English Learners=23.8% LI=33.9%	District All=23.5% English Learners=24.2% LI=25.6% FY=less than 11 students Homeless= 33.3% Hispanic=23.3% White=22.6% Two or more races=39.1% SWD=29.6% Gustine Elementary School All=21.9% English Learners=20.5% LI=23.4% FY=less than 11 students Homeless=25% Hispanic=22% White=18.5% Two or More Races=less than 11 students SWD=23.9% Romero Elementary School All=27.8% English Learners=25.4% LI=31.6%	District All=27.3% English Learners=28% LI=28.4% FY=less than 11 students Homeless= 42.3% Hispanic=27.2% White=25.6% Two or more races=33.3% SWD=30.2% Gustine Elementary School All=25.9% English Learners=26.8% LI=26.9% FY=less than 11 students Homeless=less than 11 students Hispanic=24.6% White=34.9% Two or More Races=25% SWD=27.7% Romero Elementary School All=32.2% English Learners=27.7% LI=34.5%	District All= 19.9% English Learners= 18.4% LI= 22.4% FY=3.3% Homeless= 37.1% Hispanic=19.4% White=25.36% Two or More Races=23.3% SWD= 26.7% Gustine Elementary School All=19.7% English Learners=16.7% LI=22% FY=3% Homeless=37.4% Hispanic=18.7% White=26.8% Two or More Races=3% SWD=17.4% Romero Elementary School All=21.6% English Learners=13.8% LI=23.9% FY=3% Homeless=20% Hispanic=21% White=40%	District All= -2.6% English Learners= -.04% LI= -4% FY= less than 11 students Homeless= -4.8% Hispanic= -2.2% White= -10% Two or More Races= no change SWD= -6.5% Gustine Elementary School All= 3.8% English Learners= +0.1% LI= -5.1% FY= less than 11 Homeless= less than 11 Hispanic= -4.1% White= -1.9% Two or More Races= less than 11 students SWD= +0.3% Romero Elementary School All= -0.8% English Learners= 3.9% LI= +0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY=less than 11 students Homeless=less than 11 students Hispanic=31% White=50% Two or More Races=less than 11 students SWD=37.5% (lowest group within school) Gustine Middle School All=28.6% English Learners=33.3% LI=31.4% FY=less than 11 students Homeless=less than 11 students Hispanic=28.6% White=33.3% Two or More Races=27.3% SWD=38.8%	FY=less than 11 students Homeless=less than 11 students Hispanic=27.1% White=33.3% Two or More Races=less than 11 students SWD=29.3% (lowest group within school) Gustine Middle School All=22% English Learners=29.1% LI=24.2% FY=less than 11 students Homeless=less than 11 students Hispanic=21.9% White=33.3% Two or More Races=less than 11 students SWD=29.5%	FY=less than 11 students Homeless=less than 11 students Hispanic=32.2% White=18.2% Two or More Races=less than 11 students SWD=25.6% (lowest group within school) Gustine Middle School All=22% English Learners=29.1% LI=24.2% FY=less than 11 students Homeless=less than 11 students Hispanic=21.9% White=33.3% Two or More Races=less than 11 students SWD=29.5%	Two or More Races=3% SWD=27.5% Gustine Middle School All=18.6% English Learners=23.3% LI=21.4% FY=3% Homeless=20% Hispanic=18.6% White=23.3% Two or More Races=17.3% SWD=28.8%	FY= less than 11 students Homeless= less than 11 students Hispanic= +1.2% White= --9.1% Two or More Races= less than 11 students SWD= -11.9% Gustine Middle School All= -6.6% English Learners= -4.2% LI= -2.3% FY= less than 11 students Homeless= less than 11 students Hispanic= -6.7% White= 0% Two or More Races= less than 11 students SWD= -9.3%
2.9	School Participation	Kelvin Local Survey (May 2024) Student Survey: Do you belong to clubs, leadership, and/or participate in school activities?	Kelvin Local Survey (May 2025) Student Survey: Do you belong to clubs, leadership, and/or participate in school activities?	Kelvin Local Survey (May 2026) Student Survey: Do you belong to clubs, leadership, and/or participate in school activities?	All=64% Hispanic=62%	All= +5% Hispanic= +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latest Local Survey 2024 All=54% Hispanic=52% White=55% Black=50% Asian=56% Two or More Races=45% English Learners=47% Low Income=50% Homeless=100% Gustine Elementary All=47% Hispanic=47% White=46% Black=NA Asian=50% Two or More Races=100% English Learners=50% Low Income=29% Homeless=50% Romero Elementary All=76% Hispanic=74% White=72% Black=NA Asian=100% Two or More Races=100% English Learners=60% Low Income=50%	Latest Local Survey 2025 All=66% Hispanic=67% White=66% Black=80% Asian=63% Two or More Races=74% English Learners=68% Low Income=64% Homeless=43% Gustine Elementary All=70% Hispanic=71% White=71% Black=NA Asian=67% Two or More Races=50% English Learners=71% Low Income=83% Homeless=NA Romero Elementary All=69% Hispanic=65% White=71% Black=NA Asian=0%	Latest Local Survey 2026 All= 59% Hispanic= 59% White= 61% Black= 33% Asian= 47% Two or More Races= 58% English Learners= 57% Low Income= 56% Homeless= 50% Gustine Elementary All= 50% Hispanic= 51% White= 48% Black= NA Asian= NA Two or More Races= 29% English Learners= 58% Low Income= 28% Homeless= 0% Romero Elementary All= 68% Hispanic= 67% White= 65% Black= NA Asian= NA	White=65% Black=60% Asian=66% Two or More Races=65% English Learners=50% Low Income=53% Homeless=100% Gustine Elementary All=57% Hispanic=57% White=56% Black=60% Asian=60% Two or More Races=100% English Learners=53% Low Income=32% Homeless=53% Romero Elementary All=86% Hispanic=84% White=82% Black=80% Asian=100% Two or More Races=100% English Learners=63% Low Income=53%	White= +6% Black= -17% Asian= -9% Two or More Races= +13% English Learners= +10% Low Income= +6% Homeless= -50% Gustine Elementary All= +3% Hispanic= +4% White= +2% Black= NA Asian= NA Two or More Races= -71% English Learners= +8% Low Income= -1% Homeless= -50% Romero Elementary All= -8% Hispanic= -7% White= -7% Black= NA Asian= NA Two or More Races= maintained English Learners= -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gustine Middle All=36% Hispanic=37% White=37% Black=0% Asian=29% Two or More Races=0% English Learners=41% Low Income=39% Homeless=100% Gustine High All=69% Hispanic=65% White=71% Black=33% Asian=73% Two or More Races=40% English Learners=50% Low Income=60% Homeless=100%	Two or More Races=100% English Learners=64% Low Income=63% Gustine Middle All=55% Hispanic=57% White=57% Black=100% Asian=33% Two or More Races=50% English Learners=54% Low Income=58% Homeless=25% Gustine High All=71% Hispanic=72% White=68% Black=100% Asian=89% Two or More Races=86% English Learners=79% Low Income=64% Homeless=100%	Two or More Races= 100% English Learners= 57% Low Income= 68% Gustine Middle All= 51% Hispanic= 51% White= 51% Black= 50% Asian= 75% Two or More Races= 67% English Learners= 61% Low Income= 37% Homeless= 50% Gustine High All= 67% Hispanic= 67% White= 69% Black= 0% Asian= 40% Two or More Races= 62% English Learners= 57% Low Income= 68% Homeless= 100%	Gustine Middle All=46% Hispanic=47% White=47% Black=10% Asian=39% Two or More Races=10% English Learners=44% Low Income=42% Homeless=100% Gustine High All=79% Hispanic=75% White=81% Black=43% Asian=83% Two or More Races=50% English Learners=53% Low Income=63% Homeless=100%	Low Income= +18% Gustine Middle All= +15% Hispanic= +14% White= +14% Black= +50% Asian= +46% Two or More Races= +67% English Learners= +20% Low Income= -2% Homeless= maintained Gustine High All= -2% Hispanic= +2% White= -2% Black= -33% Asian= -33% Two or More Races= +22% English Learners= +7% Low Income= +8% Homeless= maintained
2.10	Positive Behaviors	Kelvin Local Survey (May 2024) Student Survey: Students are recognized and	Kelvin Local Survey (May 2025) Student Survey: Students are recognized and	Kelvin Local Survey (May 2026) Student Survey: Students are recognized and	District	District

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		rewarded for positive behavior. Latest Local Survey District All=70% Hispanic=71% White=72% Black=33% Asian=54% Two or More Races=47% English Learners=73% Low Income=73% Homeless=100% Gustine Elementary All=73% Hispanic=74% White=78% Black=NA Asian=25% Two or More Races=0% English Learners=75% Low Income=63% Homeless=100% Romero Elementary All=73% Hispanic=71% White=67% Black=NA Asian=100% Two or More Races=100% English Learners=40% Low Income=33%	rewarded for positive behavior. Latest Local Survey District All=63% Hispanic=65% White=64% Black=60% Asian=42% Two or More Races=74% English Learners=71% Low Income=65% Homeless=83% Gustine Elementary All=66% Hispanic=67% White=64% Black=100% Asian=33% Two or More Races=100% English Learners=76% Low Income=57% Homeless=NA Romero Elementary All=77% Hispanic=77% White=80%	rewarded for positive behavior. Latest Local Survey District All= 60% Hispanic= 62% White= 58% Black= 50% Asian= 33% Two or More Races= 42% English Learners= 74% Low Income= 64% Homeless= 90% Gustine Elementary All= 62% Hispanic= 61% White= 59% Black= NA Asian= NA Two or More Races= 43% English Learners= 73% Low Income= 72% Homeless= 100% Romero Elementary All= 89% Hispanic= 88% White= 90%	All=80% Hispanic=81% White=82% Black=43% Asian=64% Two or More Races=57% English Learners=73% Low Income=73% Homeless=100% Gustine Elementary All=83% Hispanic=84% White=88% Black=70% Asian=35% Two or More Races=50% English Learners=78% Low Income=66% Homeless=100% Romero Elementary All=83% Hispanic=81% White=77% Black=50% Asian=100% Two or More Races=100% English Learners=43%	All= -10% Hispanic= -9% White= -14% Black= +17% Asian= -21% Two or More Races= -5% English Learners= +1% Low Income= -9% Homeless= -10% Gustine Elementary All= -11% Hispanic= -13% White= -19% Black= NA Asian= NA Two or More Races= +43% English Learners= -2% Low Income= +9% Homeless= maintained Romero Elementary All= +16% Hispanic= +17% White= +23% Black= NA Asian= NA Two or More Races= maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless=NA Gustine Middle All=62% Hispanic=64% White=65% Black=0% Asian=29% Two or More Races=20% English Learners=69% Low Income=73% Homeless=100% Gustine High All=74% Hispanic=74% White=77% Black=100% Asian=67% Two or More Races=71% English Learners=78% Low Income=75% Homeless=100%	Black=NA Asian=100% Two or More Races=100% English Learners=75% Low Income=83% Homeless=100% Gustine Middle All=48% Hispanic=49% White=50% Black=0% Asian=33% Two or More Races=33% English Learners=53% Low Income=48% Homeless=67% Gustine High All=69% Hispanic=75% White=71% Black=75% Asian=44% Two or More Races=86% English Learners=84% Low Income=79% Homeless=100%	Black= NA Asian= NA Two or More Races= 100% English Learners= 95% Low Income= 89% Homeless=100% Gustine Middle School All= 57% Hispanic= 56% White= 57% Black= 50% Asian= 25% Two or More Races= 67% English Learners= 67% Low Income= 57% Homeless= 83% Gustine High School All= 55% Hispanic= 59% White= 52% Black= 50% Asian= 30% Two or More Races= 23% English Learners= 72% Low Income= 62% Homeless= 100%	Low Income=36% Homeless=100% Gustine Middle School All=72% Hispanic=74% White=75% Black=10% Asian=39% Two or More Races=30% English Learners=72% Low Income=76% Homeless=100% Gustine High School All=84% Hispanic=85% White=87% Black=100% Asian=77% Two or More Races=81% English Learners=81% Low Income=78% Homeless=100%	English Learners= +55% Low Income= +56% Homeless= maintained Gustine Middle School All= -5% Hispanic= -8% White= -8% Black= +50% Asian= -4% Two or More Races= +47% English Learners= -2% Low Income= -16% Homeless= -17% Gustine High School All= -19% Hispanic= -15% White= -55% Black= -50% Asian= -37% Two or More Races= -48% English Learners= -6% Low Income= -13% Homeless= maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Nutritious Meals	Kelvin Local Survey (May 2024) Cafeteria meals are nutritious and taste good. All students=40% English Learner-41% LI=39%	Kelvin Local Survey (May 2025) Cafeteria meals are nutritious and taste good. All students=47% English Learner=49% LI=54%	Kelvin Local Survey (May 2026) Cafeteria meals are nutritious and taste good. All students= 52% English Learner= 59% LI= 55%	All students=75% English Learner=75% LI=75%	All students= +12% English Learner= +18% LI= +16%

Goal Analysis [2025-26]

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.

All actions under Goal 2 were implemented, with varying levels of effectiveness in achieving the goal.

Successes:
Safe Facilities (Action 2.1 / Metric 2.1): Facilities remained in good repair, with the FIT Report showing 98.57% of facilities in good repair in Fall 2025, up slightly from 98.05% in Fall 2024. While still below the 100% target, the district continued to make progress on facility improvements, including cleaning and sanitizing upgrades, restroom improvements, and additional custodial and maintenance support.

Expulsions (Metric 2.6): Expulsions dropped to zero in 2024-25, down from 2 at baseline and 1 in Year 1. This is a significant achievement and reflects the positive impact of PBIS, restorative practices, and a proactive approach to student behavior management.

Attendance (Metric 2.7): Overall district attendance improved to 95.52% in 2025-26, up from 92.2% in 2024-25 and above the 93.52% baseline. This is a meaningful recovery and reflects the effectiveness of attendance supports including SARB, family engagement, and tiered re-engagement strategies.

Chronic Absenteeism (Metric 2.8): District-wide chronic absenteeism improved significantly at Gustine Middle School, dropping from 28.6% (baseline) to 22% a reduction of 6.6 percentage points. EL students at the middle school improved by 4.2 percentage points and Students with Disabilities improved by 9.3 percentage points. District-wide, overall chronic absenteeism moved from 29.9% (baseline) to 27.3% in 2024-25, though it remains elevated.

Suspension Rate: Elementary schools (Metric 2.5): Gustine Elementary and Romero Elementary maintained very low or zero suspension rates across nearly all student groups, consistent with prior years. Romero Elementary sustained 0% suspensions across all student groups for the second consecutive year.

Student Participation (Metric 2.9): Gustine Middle School showed strong improvement in school participation, with all-student participation rising from 36% (baseline) to 51% in 2025-26 with a gain of 15%. English Learner participation at the middle school grew by 20%, and Two or More Races students grew by 67%.

Nutritious Meals (Metric 2.11): Student perception of cafeteria meal quality continued to improve. The percentage of all students rating cafeteria meals as nutritious and tasting good grew from 40% (baseline) to 52% in 2025-26, with English Learner perception rising to 59% and Low Income perception rising to 55%. The district's investment in a new cooking kitchen and fresh meal preparation is showing a positive trend.

Positive Behavior: Romero Elementary (Metric 2.10): Romero Elementary showed strong improvement in student perception of positive behavior recognition, rising from 73% (baseline) to 89% in 2025-26, a gain of 16 percentage points across all students.

Challenges:
Staff Connectedness (Metric 2.2): Staff reporting feeling connected to the school declined significantly from 88% at baseline to 58% in Year 1 (May 2025), with a partial recovery to 69% in Year 2 (May 2026). Despite some rebound, staff connectedness remains 19% below baseline and well below the 91% target. This is one of the most significant areas of concern in Goal 2.

Student and Family Connectedness (Metric 2.2): Student connectedness declined overall from 69% (baseline) to 65% in 2025-26, with notable drops among Asian students (-19%), Two or More Races students (-11%), and White students (-5%). Family connectedness also declined from 82.1% (baseline) to 70.9% in 2025-26, a decrease of 11.2 percentage points. Only English Learners (+4%) and Homeless students (+14%) showed improvement from baseline.

Student Safety Perception (Metric 2.4): The percentage of staff reporting feeling safe declined from 84% (baseline) to 73% in 2025-26, an 11-point drop. Student safety perception also declined — from 70% (baseline) to 66% in 2025-26 for all students. The most significant declines were among Two or More Races students (-21%) and White students (-7%). Only Black students (+25%) and Homeless students (+10%) showed improvement from baseline. Family safety perception also dropped by 5.7 percentage points.

Facilities Cleanliness Perception (Metric 2.3): While the FIT Report shows high physical repair rates, staff perception of cleanliness declined slightly from 74% (baseline) to 73% in 2025-26. Asian student perception of cleanliness dropped by 10 percentage points, and Two or More Races students declined by 4 percentage points. Families showed the strongest improvement (+16.9%), and Black and Homeless students improved significantly.

Suspension Rate: Gustine Middle School (Metric 2.5): Despite gains at the elementary level, Gustine Middle School suspension rates increased from a baseline of 8.9% (all students) to 11% in 2025-26. Hispanic student suspensions rose by 3 percentage points, and LTEL student suspensions were reported at 11.5% in Year 2. This remains the most persistent behavioral challenge in the district.

Positive Behavior Recognition: High School and Middle School (Metric 2.10): While Romero Elementary improved strongly, Gustine High School showed significant declines in student perception of positive behavior recognition falling from 74% (baseline) to 55% in 2025-26, a

drop of 19 percentage points. Most student groups at the high school declined, including Hispanic (-15%), White (-15%), Two or More Races (-48%), and Low Income (-13%). Gustine Middle School also declined by 5 percentage points overall.

Student Participation High School (Metric 2.9): While middle school participation grew significantly, Gustine High School participation declined from 69% (baseline) to 67% in 2025-26 for all students. Black student participation dropped sharply from 33% to 0% in Year 2, and Asian participation fell from 73% to 40%.

Chronic Absenteeism Romero Elementary (Metric 2.8): Romero Elementary chronic absenteeism increased slightly overall (from 31.6% baseline to 32.2% in 2024-25), with English Learner absenteeism rising by 3.9 percentage points and Low Income absenteeism increasing by 0.6 percentage points from baseline. Homeless student absenteeism declined meaningfully to 20%, but overall chronic absenteeism at this site remains high and continues to be a challenge.

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.

Material Differences:
2.3 Health Services for Low Income, Foster Youth, SPED: Expenditures for this action were lower than budgeted, as supplies and health service costs were absorbed by other funding sources. Health care services were successfully maintained and provided at all sites throughout the year.

2.4 Engagement, Enrichment, and Leadership: This action was fully carried out as planned; however, expenditures came in below budget due to the original allocation exceeding what was actually needed to implement the action. The lower spending reflects more accurate cost estimation going forward rather than a reduction in programming.

2.5 School Safety and Positive Learning Environment: Actual expenditures were lower than budgeted due to two planned facility projects the installation of new classroom blinds and the addition of campus security cameras not being completed during the year. These projects will need to be revisited in the coming year.

2.6 Positive Behavior Intervention Supports (PBIS): Expenditures exceeded the budgeted amount as sites purchased additional incentive materials to support the PBIS recognition and rewards program beyond what was originally anticipated.

2.7 Attendance: Spending for this action came in below budget, primarily due to lower-than-expected costs for attendance incentives and related supplies.

2.8 Nutritious and Healthful Meals: While expenditures for this action show $0, costs were shifted to cafeteria funding rather than LCAP funds. Providing nutritious, high-quality meals remains a district priority, and efforts to improve meal options and food quality will continue.

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

Action 2.1 Safe Facilities: SOMEWHAT EFFECTIVE Facility repair rates remained consistently high (98.57% in good repair), and targeted improvements to cleaning, restrooms, and maintenance were implemented. However, the 100% target has not yet been reached, and the

facility remains 1.43 percentage points below goal. While physical conditions improved, student and staff perception of cleanliness did not improve proportionally — staff perception of cleanliness declined slightly from baseline. This suggests that while real improvements are occurring, communication about those improvements or the consistency of daily maintenance may need to be strengthened. Work on the old middle school and high school to support expanded CTE continues and will have long-term benefits.

Actions 2.2 & 2.3 Social-Emotional/Mental Health Support and Health Services: SOMEWHAT EFFECTIVE The district continued to provide counseling, mental health services, SEL programs, trauma-informed approaches, two mental health clinicians, and two Board Certified Behavior Analysts (BCBAs) district-wide. Health services including a full-time school nurse, health aides, and hygiene supplies were maintained at all sites, with foster youth receiving health screenings upon enrollment. Despite this infrastructure being in place, the data shows that student and staff connectedness declined from baseline, and student perception of safety dropped. The supports are in place but have not yet translated into improved survey outcomes for most groups. The significant drop in staff connectedness (-19%) is particularly notable, as staff wellbeing is central to creating a supportive school climate. Continued focus on staff-specific wellness supports and consistent delivery of SEL programming will be necessary.

Action 2.4 Engagement, Enrichment, and Leadership: SOMEWHAT EFFECTIVE This action produced mixed results across sites. Gustine Middle School showed strong gains in student participation (+15 percentage points overall, +20 percentage points for English Learners), suggesting that clubs, activities, and leadership opportunities expanded meaningfully at that site. However, Gustine High School participation declined slightly (-2 percentage points overall), with Black students (-33%), Asian students (-33%), and Two or More Races students showing the largest drops. Gustine Elementary showed a 10-point improvement in participation, while Romero Elementary saw a 10-point overall gain as well. The district student advisory committee and expanded student leadership structures appear to be contributing positively at some sites, but the high school requires targeted attention to re-engage students in activities and clubs, particularly among historically underrepresented groups.

Action 2.5 School Safety and Positive Learning Environment: SOMEWHAT EFFECTIVE Campus supervisors, the SRO, assistant principals, and Teacher in Charge roles were maintained at all sites. Safety materials, equipment, and communication tools (radios, signage) continued to be provided. Despite this infrastructure, survey data shows that both staff and student perception of safety declined from baseline, most notably among Two or More Races students (-21% from baseline) and White students (-7%). Gustine Middle School continues to have elevated suspension rates, rising to 11% in 2025-26, indicating that supervision and conduct improvement efforts at that site need to be intensified. The SRO classroom and assembly presentations show promise for proactive community building, but their impact on student safety perception has not yet materialized in survey data. Safety remains a high priority area for continued investment and strategy refinement.

Action 2.6 Positive Behavior Intervention Supports (PBIS): SOMEWHAT EFFECTIVE PBIS implementation produced strong results in one key area expulsions dropped to zero district-wide, down from 2 at baseline. Romero Elementary demonstrated strong gains in positive behavior recognition (+16 percentage points), showing that PBIS can be highly effective when consistently implemented. However, district-wide student perception of positive behavior recognition declined from 70% (baseline) to 60% in 2025-26, with significant drops at Gustine High School (-19%), Gustine Middle School (-5%), and Gustine Elementary (-11%). This gap between the structural implementation of PBIS and students actually feeling recognized suggests that the fidelity and consistency of PBIS practices particularly the incentive and recognition components varies considerably across sites. Restorative practices need further development and embedding at the secondary level, where

suspension rates and behavior concerns remain more pronounced. Suspension rate data for Gustine Middle School (11% overall) and elevated LTEL rates (11.5%) indicate that behavioral support for specific student groups is still insufficient.

Action 2.7 Attendance: SOMEWHAT EFFECTIVE The district made progress in overall attendance, with the attendance rate recovering to 95.52% in 2025-26, above the 93.52% baseline. Gustine Middle School saw meaningful chronic absenteeism reductions (from 28.6% to 22%, a 6.6-point improvement), with strong gains for Students with Disabilities (-9.3 points). SARB, family engagement, home visits, and TK/K attendance focus efforts were implemented. However, district-wide chronic absenteeism remained elevated at 27.3% in 2024-25, and Romero Elementary saw a slight increase from baseline (31.6% to 32.2%). Homeless student absenteeism district-wide remains high at 42.3%, and English Learner chronic absenteeism rose at Romero Elementary. The strategies in place are showing results at some sites but need intensification particularly at Romero Elementary and for the Homeless and English Learner student groups to achieve the 19.9% district target.

Action 2.8 Nutritious and Healthful Meals: EFFECTIVE The district's investment in a new cooking kitchen and fresh meal preparation has had a positive impact on student perception of meal quality. All-student satisfaction with cafeteria meals improved from 40% (baseline) to 52% in 2025-26 a 12-point increase. English Learner satisfaction reached 59% and Low Income satisfaction reached 55%. While the 75% target has not yet been reached, the consistent year-over-year improvement, currently at 52% for all students, 59% for LI, and 55% for English Learners) indicates that the fresh meal program is working and building momentum. This action shows one of the clearest positive trajectories of any action in Goal 2.

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.

No changes this goal or actions.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe Facitlities	Gustine Unified School District is working to provide more opportunities for CTE pathways and provide additional career training opportunities. In order to do this, the district will also begin the process of updating facilities at the old middle school and high school to create additional classrooms, meeting rooms, CTE sites, etc. This will increase the number of students who are able to complete CTE pathways due to additional space and more opportunities of interest to students. The district will also continue to increase FIT percentages and ensure student and staff safety.	$1,042,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
		GUSD will provide targeted facility improvements and supports to ensure all students, particularly English learners, foster youth, and low-income students, have equitable access to safe and welcoming learning environments. This includes enhanced cleaning and sanitizing of high-touch areas to reduce illness-related absences, restroom upgrades to improve privacy, and additional custodial and maintenance. Materials and services will focus on improvements that go beyond basic maintenance to support health, safety, and student engagement.		
2.2	Support Services for Social Emotional and Mental Health	School counselors, mental health clinicians, and psychologists will offer counseling and mental health services district-wide to help students resolve personal or interpersonal problems.They may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. Trauma-informed approaches will be used to create a safe and supportive environment, provide appropriate interventions, and help students process traumatic experiences. Support services will include Social and Emotional Learning (SEL) through programs, classroom presentations, small group, and individual sessions to promote self-awareness, self-management, relationship skills, and responsible decision-making. Two mental health clinicians and two Board Certified Behavior Analysts (BCBA) will provide additional support. This will help school staff proactively identify at-risk students and quickly facilitate a response to better implement behavior management techniques, reinforcement strategies and create an environment conducive to learning and connectedness. Implementing these research-based strategies will enable school counselors, mental health clinicians, psychologists, and behavior analysts to provide effective, evidence-based counseling and mental health services district-wide, fostering a supportive and nurturing school environment for all students.	$1,287,355.00	Yes
2.3	Health Services for Low income, Foster Youth, SPED	In order to address the health needs of the unduplicated students the district will provide an equal level of health services at all sites in order to provide better care to students. The district will continue to support a full	$372,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
		time school nurse in order to provide more comprehensive care to low income and foster youth as well to better serve all students. Health aides work with low-income and foster youth families to connect them with health services such as dental care, vision support, immunizations, and other health needs. Students with special needs also have health needs that are monitored by the district nurse. Hygiene supplies will be stocked in each of the health aide offices to provide hygiene kits for unduplicated students. Upon enrollment, the district nurse will meet with each foster student and complete a health screening for vision, dental, and hearing.		
2.4	Engagement, Enrichment, and Leadership	District data shows that low-income students have fewer opportunities to participate in enrichment activities. Opportunities for engagement, enrichment, and leadership will be increased by providing funding for sites and stipends to coach, organize, and create additional student activities and provide necessary supplies and uniforms as needed. This action includes events and guest speakers in order to encourage students to participate in school through activities, enrichment, clubs, and the arts. Trips and incentives to support achievement, improvement, and good citizenship. Transportation will be provided so low-income students have the opportunity to participate. The district and sites will continue to expand leadership opportunities for students to ensure students' voice drives strategies and initiatives. A district student advisory committee will be established and sites will continue to support student leadership through ASB, the student board, and other clubs on campus. Training for students and materials will be provided. The intended outcomes for this action will be increased membership and participation of low-income students in leadership, clubs, and activities as measured by surveys and club rosters.	$79,225.00	Yes
2.5	School Safety and Positive Learning Environment	School safety is a priority at each of the school sites. There is a need to provide proper materials, equipment, and signage to keep the campuses safe. There is also a need for additional supervision during passing periods	$725,570.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and breaks where students congregate in common areas. These areas are where the sites see most disruptive behaviors based on referrals and suspensions. Campus Supervisors, the School Resource Officer (SRO), and Assistant Principals will work together to provide a safe school campus for students and staff as well as improve student conduct by being present, building healthy relationships, and monitoring the school campuses. The SRO will provide presentations in classrooms and at school assemblies to build a positive community and work together with students in a supportive, proactive way. A Teacher in Charge role will be assigned at each school site to maintain student safety in the absence of administrators. In order to maintain communication and safety, materials such as radios, equipment and supplies as well as additional services to ensure all school sites are secure and staff and students are safe.		
2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	Gustine Unified will continue to build capacity to teach all students appropriate behaviors through the evidence-based three-tiered Positive Behavioral Interventions and Supports (PBIS) framework that uses data, systems, and strategies to improve student outcomes each day. Supplies and materials will be purchased as incentives and rewards for following expected behaviors. The sites will improve data collection ways to track data and successful outcomes. Restorative practices will be introduced and incorporated to help build communities and relationships. Staff will also provide conflict resolution to support better relationships amongst staff and students. The district will monitor data and provide additional resources to lower the suspension rate of the student groups of white and two or more races who were the lowest status indicator on the California Dashboard for suspension rate. Gustine Elementary schools groups with the lowest status of suspension are socioeconomically disadvantaged and white students. These areas will be addressed through a tailored PBIS program focused on these student groups which reinforce positive behaviors through clear expectations, incentives, and consistent feedback. Restorative practices will be implemented to shift from punitive measures to instead focus on	$28,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
		repairing harm, building relationships, and fostering accountability. These collaborative approaches will help to resolve conflicts and address behavioral issues.		
2.7	Attendance	Gustine Unified School District has had a decrease in chronic absenteeism based on CA Dashboard. All students are 29.9% chronically absent in the district with a decrease of 11.3%. Low Income and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. To address this need, Gustine Unified School District will continue to provide district student support services coordinating district efforts to improve attendance. In addition Romero Elementary School was identified on the California Dashboard as with the lowest indicator for chronic absenteeism for students with disabilities. In order to address this, Romero will work with families to create personalized attendance plans for students with disabilities to set goals, create strategies, and plan interventions based on student needs. School sites will partner with outside agencies in focused efforts to reduce chronic absenteeism and increase attendance rates. The district will continue the School Attendance Review Board (SARB) and develop strategies, supports, and incentives for students to ensure higher attendance rates and avoid chronic absenteeism. Improve upon the tiered re-engagement strategies through family partnerships and home visits to determine why the student is absent from school and create plans to re-engage in the school system. Family training on the importance of attendance will continue to be supported as a part of the SARB process. Attendance awareness will be implemented for all school sites. A specific focus will be on improving attendance at the primary levels, specifically Transitional Kindergarten and Kindergarten. Data will be tracked to determine best practices and to monitor attendance trends.	$73,611.00	Yes
2.8	Nutritious and Healthful Meals	The district has received feedback from all educational partners regarding the quality and healthfulness of student meals. In order to provide more quality foods, the district upgraded its facilities to include a cooking kitchen.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This kitchen will provide freshly made, nutritious meals and a chef to oversee the meal preparation.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Decision Making Percent of families who agree or strongly agree they have opportunities to be a part of decisions	Kelvin Local Survey (May 2024) 84%	Kelvin Local Survey (April 2025) 74.2%	Kelvin Local Survey (May 2026) 70.9%	87%	-13.1%
3.2	Participation in SSC, DELAC, ELAC	DELAC Meeting Sign in sheets 2023-24 75%	DELAC Meeting Sign In Sheets 2024-25 83% SSC Meeting Sign in Sheets 90.5%	DELAC Meeting Sign In Sheets 25-26 87% SSC Meeting Sign in Sheets 70.3%	DELAC= 77% SSC= 94.5% ELAC= 100%	DELAC= +12% SSC= -20.2% ELAC= -6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELAC Sign In Sheets 98%	ELAC Sign In Sheets 91.5%		
3.3	Unduplicated percentage of families who attend events	Event Sign in Sheets 2023-24 20%	Event Sign in Sheets 2024-25 27%	Event Sign In Sheets 2025-26 60%	60%	+40%
3.4	Child Care Families stating they agree or strongly agree that child care is available to attend meetings and events	Kelvin Local Survey (May 2024) 50%	Kelvin Local Survey (April 2025) 49%	Kelving Local Survey (May 2026) 60%	80%	+10%
3.5	Promotion of Parental participation in programs for unduplicated pupils and individual with disabilities.	Kelvin Local Survey (May 2024)-Were you notified or personally contacted to attend events for student groups? Unduplicated Students: 0% Special Education Students: 0%	Kelvin Local Survey (May 2025)-Were you notified or personally contacted to attend events for student groups? Unduplicated Students: 43% Special Education Students: 11%	Kelvin Local Survey (May 2026)-Were you notified or personally contacted to attend events for student groups? Unduplicated Students: 73.6% Special Education Students: 83.9%	75% 75%	Unduplicated= +76.3% Special Education= +83.9%
3.7	Communication Percent of families who agree or strongly agree they are aware of events, activities, and schedules	Kelvin Local Survey (May 2024) 88.4%	Kelvin Local Survey (April 2025) 75%	Kelvin Local Survey (May 2026) 70%	91.4%	-18.4%

Goal Analysis [2025-26]

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.

This goal was fully carried out this year.

Successes:
Advisory Committee Participation (Metric 3.2): Participation in formal advisory structures improved across the board. DELAC attendance grew from a baseline of 75% to 87% in 2025-26, a gain of 12 percentage points. SSC attendance reached 90.5% in Year 1 and 80% in Year 3, and ELAC participation also showed strong engagement. These results reflect meaningful progress in engaging families of English Learners and other unduplicated students in formal decision-making and advisory structures.

Unduplicated Family Event Attendance (Metric 3.3): The percentage of unduplicated families attending school events grew significantly from 20% at baseline to 60% in 2025-26, tripling over the three-year period. Year 1 saw an initial increase to 27%, and Year 2 saw a dramatic jump to 60%, indicating that outreach and engagement strategies are resonating strongly with the target population.

Targeted Outreach and Notification (Metric 3.5): The district made remarkable progress in personally notifying and contacting families of unduplicated students and students with disabilities about events. Notification of unduplicated families rose from 0% (baseline) to 73.6% in 2025-26, surpassing the 75% target. Notification of Special Education families rose from 0% (baseline) to 83.9%, exceeding the 75% target as well. This represents one of the strongest improvements across any metric in Goal 3.

Child Care Availability (Metric 3.4): Family perception of child care availability improved from 50% (baseline) to 60% in 2025-26, a gain of 10 percentage points. While the 80% target has not yet been reached, the upward trend indicates progress in making events more accessible to low-income and English Learner families who face child care barriers.

Challenges:
Family Decision-Making Participation (Metric 3.1): Despite increased advisory committee attendance, the percentage of families who agreed or strongly agreed that they have opportunities to be part of school decisions declined from 84% (baseline) to 74.2% in Year 1 and further to 70.9% in 2025-26 a total drop of 13.1 percentage points from baseline. This gap between attendance at meetings and families actually feeling heard or empowered in decision-making is a significant concern and suggests that the quality of participation, not just the quantity, needs attention.

Communication in Year 1 (Metric 3.7): Family awareness of events dropped significantly in Year 1, from 88.4% to 70% a decline of 18.4 percentage points.

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.

The actions that had materials differences:

3.2 Engagement Opportunities: Expenditures came in below the budgeted amount, reflecting the fact that the majority of engagement opportunities provided throughout the year did not carry a direct cost. Despite the lower spending, the volume and variety of engagement opportunities for families remained strong.

3.3 Child Care for Parents to Engage: Although expenditures were below budget, child care was successfully provided at all capacity building meetings throughout the year. The reduced cost was made possible by staff volunteering their time to supervise and support child care, ensuring that families had consistent access to this service without a significant financial burden on the action.

3.4 Family Partnerships: Expenditures for this action were lower than budgeted due to a shift in how costs were allocated. A bilingual district liaison position at one site was initially charged to this action; however, those costs were subsequently moved to Title I funding, reducing the expenditures reflected here. The liaison work and family partnership activities continued as planned.

3.5 Structures for Communication: Expenditures for this action were lower than budgeted due to an error in the original budget allocation. The budgeted amount did not accurately reflect the actual costs associated with this action, and spending aligned more closely with what was needed. Budgeting for this action has been reviewed and corrected for the coming year.

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

Action 3.1 Parent Capacity Building: SOMEWHAT EFFECTIVE This action produced mixed results. On the positive side, participation in SSC, DELAC, and ELAC all increased (Metric 3.2), indicating that more families are attending governance and advisory meetings. DELAC participation grew from 75% to 87%, and ELAC and SSC participation also improved. Parent Leadership Training Institute (PLTI) was carried out at the district level. However, Metric 3.1 — which measures whether families feel they have meaningful opportunities to participate in decisions — declined from 84% to 70.9% over the three-year period. This divergence between attendance and perceived influence suggests that while families are showing up, they do not feel their voices are meaningfully shaping decisions. Site-level capacity building events were also fewer than planned, limiting the reach of this action. Bridging the gap between attendance and genuine empowerment in decision-making is the key refinement needed for this action going forward.

Action 3.2 Engagement Opportunities: EFFECTIVE This action was effective. Unduplicated family attendance at school events grew from 20% (baseline) to 60% in 2025-26, a 40-percentage-point increase that far exceeds the baseline and shows strong momentum. The district and school sites successfully planned and promoted activities, programs, and showcase events that highlighted student and parent successes, built community, and increased participation from English Learner, Foster Youth, and Low Income families. Notably, many engagement opportunities did not carry significant associated costs, resulting in expenditures below the budgeted amount — which reflects efficient use of resources. The dramatic growth in family attendance indicates that the approach of celebrating student learning and building belonging is resonating with the target population.

Action 3.3 Child Care for Parents to Engage: SOMEWHAT EFFECTIVE This action was partially implemented. Some events did provide child care, and family perception of child care availability improved from 50% (baseline) to 60% in 2025-26 (+10 percentage points). However, implementation was inconsistent — child care was not available at all meetings and events, leaving families uncertain about whether support would be present. This inconsistency likely served as a barrier to participation for some low-income and English Learner

families. Actual expenditures were below the budgeted amount, reflecting the gaps in delivery. The use of a pre-event survey to gauge child care needs was part of the plan but was not consistently implemented. Greater consistency and advance communication about child care availability will be necessary to reach the 80% target.

Action 3.4 Family Partnerships: EFFECTIVE This action showed strong results in its core purpose of targeted outreach. Metric 3.5 showed that personal notification of unduplicated families for student group events rose from 0% to 73.6%, nearly reaching the 75% target, and notification of Special Education families rose from 0% to 83.9%, exceeding the 75% target. Bilingual liaisons at each site, interpretation services, and newcomer family orientations contributed to these gains. However, expenditures were below the budgeted amount because the district considered but did not hire a district-level community liaison, reducing the capacity for district-wide coordination of family partnership activities. Funding was adjusted for the coming year to align with actual spending patterns. Despite the budget gap, the outreach results demonstrate that bilingual liaison work and intentional notification systems are highly effective tools for reaching underrepresented families.

Action 3.5 Structures for Communication: SOMEWHAT EFFECTIVE Communication structures produced mixed results across the two years. In Year 1, family awareness of events declined significantly (from 88.4% to 75%), likely reflecting challenges in the transition to and management of ParentSquare as the primary communication tool. Families reported being overwhelmed by the volume of communication, and the clarity and organization of messages needed improvement. In Year 2, after staff received additional training and messaging strategies were refined, family awareness recovered to 91.4% — surpassing the baseline. This recovery demonstrates that the underlying communication infrastructure (ParentSquare, social media, websites, flyers, translation services) is effective when implemented with intentionality and proper staff training. The challenge going forward is sustaining Year 2 awareness levels and ensuring that communication reaches families in a clear, manageable, and culturally accessible way.

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.

For metric 3.2 ELAC and SSC Year 3 targets were added to the column.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Capacity Building	Families of unduplicated students have stated they are interested in capacity building activities. The district will increase and improve opportunities for parents of English learners, foster youth, and socioeconomically disadvantaged students to understand and be involved in district processes and school activities, advisory groups, and strategies to support learning at home. The district will promote parent leadership to	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure all families know the representatives to the advisory groups to encourage active engagement in the school and district community. This action will be measured by the number of parents attending capacity building workshops as well as greater participation and attendance at meetings of school site council, DELAC, ELAC, and district advisory committee.		
3.2	Engagement Opportunities	The district needs to increase and improve the number of engagement opportunities for families of unduplicated student groups. The district and school sites will plan and promote activities, programs, and showcase events to highlight and celebrate student and parent successes in order to build community and belonging to increase the participation of parents of English Learners, Foster Youth, and Low Income. These engagements will build greater understanding of the academic program, increase communication between school and home, as well as provide general opportunities for families to engage in the school community in a positive way. The outcome will be measured by attendance of the families of unduplicated pupils as well as the increased level of satisfaction of engagement opportunities among unduplicated families.	$8,100.00	Yes
3.3	Child Care for Parents to Engage	Based on survey data, many low income and English Learner families do not have the opportunity to participate in meetings and trainings due to child care responsibilities. In order to increase access and the ability for parents of English Learners and Low income students to attend school meetings child care will be provided. A survey will be sent prior to the meeting to gauge the needs of child care for each meeting. The district will create child care kits to ensure materials are available for students during child care. The outcome will be measured by increased attendance of parents of English Learners and low income students.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Family Partnerships	GUSD needs to increase the participation of families of Low Income students and English Learners as measured by attendance at school functions. In order to build family partnerships, each site will have a dedicated family bilingual liaison to reach out to families to build partnerships with families to increase engagement, convey school information, ensure all parent meetings are interpreted. The liaisons will build connections and ensure that the families are not only aware of events, but will also ensure that needs are met regarding participation such as interpretation and child care. Incentives for families to attend events and participate in capacity building will be provided. Upon arrival to school, newcomer families will meet with bilingual liaisons to share resources such as the community resource room, provide support in accessing communication tools and resources, school supplies, and have an orientation to teach about the school system.	$26,082.00	Yes
3.5	Structures for Communication	Survey data shows that unduplicated families are more aware of events, activities, and meetings due to greater communication from the schools. Families are sometimes overwhelmed with the amount of communication that is sent to them via ParentSquare. District staff will work with sites to ensure important messages are being sent through ParentSquare and other events are advertised on social media, websites, and through flyers. Staff will be trained on additional strategies for utilizing our communication software and increase ways for families to access it. To promote ongoing and open communication among all community partners in English and Spanish that maintains a culture of respect, integrity and inclusion through site personnel, programs, an updated website, multiple forms of district/site communication, office/communication supplies, and document translation services. This will include a variety of tools including Parent Square, websites, email communication, text messaging, postage, incorporating the use of apps, and traditional communication.	$37,220.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The outcome of this action will be based on the number of families who report being aware of events, activities and meetings.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Pioneer High School Starting in the 2024-2025 school year, Equity Multiplier funds were made available for schools which met the non-stability rate and high socioeconomically disadvantaged rates. By June 6th, 2026, Pioneer High School will increase the College and Career Indicator by 5% and achieve a 5% increase in the Graduation rate on the CA Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

Gustine Unified School District is prioritizing College and Career Readiness for the identified Equity Multiplier school, Pioneer High School. In collaboration with educational partners, this school identified the needs for additional support for college and career readiness through access to CTE pathway classes at Gustine High School, counseling support, and updating the instructional space to provide for collaboration and updated technology.

The CA Dashboard demonstrates the need for increased college and career preparedness with only 5.3% of students who are college and career prepared.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College/Career Preparedness on CA Dashboard	Pioneer High School Students 5.3% prepared	3.8% prepared	2025 CA Dashboard 6.7% prepared	Pioneer High School Students 18%	+1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Graduation Rate CA Dashboard	89.5% Graduated	73.1% graduated	2025 CA Dashboard 73.1% graduated	95% graduated	-16.4%
4.3	Percent of students who received two individual Academic Counseling sessions during the school year.	39%	50%	50%	100%	+11%
4.4	Career Technical Education # of pathway courses taken at Gustine High School	# of students taking a CTE pathway course at Gustine High School = 0	# of students taking a CTE pathway course at Gustine High School = 0	Aeries Query # of students taking a CTE pathway course at Gustine High School = 2	10	+2
4.5	Surveys (Local Survey) % Satisfied with classroom environment % satisfied with field trips % satisfied with guest speakers % satisfied with course opportunities	Surveys % satisified with the classroom environment 20% % satisfied with field trip opportunities 0% % satisfied with guest speakers 0% % satisfied with course opportunities 50%	Surveys % satisified with the classroom environment 88.27% % satisfied with field trip opportunities 35.29% % satisfied with guest speakers 47% % satisfied with course opportunities 76.4%	Surveys % satisified with the classroom environment 100% % satisfied with field trip opportunities 57% % satisfied with guest speakers 85% % satisfied with course opportunities 100%	Surveys % satisified with the classroom environment 80% % satisfied with field trip opportunities 80% % satisfied with guest speakers 80% % satisfied with course opportunities 80%	% satisified with the classroom environment = +80% % satisfied with field trip opportunities = +57% % satisfied with guest speakers =+85% % satisfied with course opportunities= +50%

Goal Analysis [2025-26]

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.

Goal 4 was implemented as planned.

Successes:
Classroom Environment (Action 4.3 / Metric 4.5): The most dramatic improvement occurred in the learning environment. Student satisfaction with the classroom environment rose from 20% (baseline) to 100% in 2025-26, surpassing the 80% target by 20 percentage points. This reflects the successful investment in flexible seating, collaboration tables, and updated technology tools. The physical transformation of the learning space has clearly resonated with students and created a more engaging and welcoming environment.

Field Trips and Guest Speakers (Action 4.1 / Metric 4.5): Both field trip and guest speaker programming were introduced from a starting point of 0%. Student satisfaction with field trip opportunities grew from 0% to 57% in 2025-26, and satisfaction with guest speakers rose from 0% to 85%, exceeding the 80% target. These gains represent meaningful expansion of college and career exposure for Pioneer High School students who previously had no access to these experiences.

Course Opportunities (Metric 4.5): Student satisfaction with course opportunities grew from 50% (baseline) to 100% in 2025-26 a 50-percentage-point increase and well above the 80% target. This reflects positive student response to expanded course offerings made available to Pioneer High School students.

College/Career Preparedness Year 2 Recovery (Metric 4.1): After declining in Year 1 (from 5.3% to 3.8%), the College/Career Indicator recovered in Year 2, rising to 6.7% on the 2025 CA Dashboard a gain of 2.9 percentage points from baseline and 2.9 points above the Year 1 low. While still well below the 18% target, the upward trend in Year 2 is an encouraging sign.
Counseling Sessions (Metric 4.3): Counseling access improved from 39% (baseline) to 50% in Year 1, meaning half of all Pioneer High School students received at least two academic counseling sessions during the school year a meaningful step toward the 100% goal.

Challenges:
Graduation Rate (Metric 4.2): The graduation rate declined significantly and has not recovered. From a baseline of 89.5%, the graduation rate dropped to 73.1% in Year 1 and remained at 73.1% in Year 2 (2025 CA Dashboard) a decline of 16.4 percentage points from baseline and far below the 95% target. This is the most critical area of concern for Goal 4 and represents a significant regression that must be addressed with urgency.

CTE Pathway Access (Metric 4.4): A core component of the college and career readiness strategy enrolling Pioneer High School students in CTE pathway courses at Gustine High School has not been fully realized. Zero students participated in CTE pathways in both baseline and Year 1. In Year 2, only 2 students enrolled in a CTE pathway course at Gustine High School, falling far short of the target of 10. This structural barrier to CTE access remains one of the most significant implementation gaps of this goal.

College Preparedness Still Low (Metric 4.1): Despite the Year 2 recovery, only 6.7% of Pioneer High School students are college and career prepared still well below the 18% target and reflecting the deep systemic challenges facing this student population. The overall level of preparedness remains critically low.

Counseling Coverage (Metric 4.3): While counseling improved from baseline, only 50% of students received the intended two academic counseling sessions in Year 1. The 2025-26 outcome is listed as TBD, indicating data is still being collected. Reaching 100% counseling coverage for all students remains a significant implementation challenge.

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.

Expenditure Differences:
Action 4.3 (Learning Classrooms) Expenditures for classroom environment improvements were below the amount originally budgeted. Some planned improvements were completed at a lower cost than expected.

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

4.1 College and Career Preparedness: SOMEWHAT EFFECTIVE. There were field trips and guest speakers, but students were not able to participate in CTE classes at the high school as shown in metric 4.4. Metric 4.1 shows an increase of 2.9% in college preparedness on the CA Dashboard and the graduation rate remained steady at 73.1%, but lower than baseline. Metric 4.5 states that 35.29% of students were satisfied with field trip opportunities and 47% were satisfied with guest speakers, both up from 0%. 76.4% of students are satisfied with course opportunities which is a 26.4% increase.

4.2 Counseling Support: SOMEWHAT EFFECTIVE Metric 4.3 shows that 50% of students received two academic counseling sessions, which is no change from the previous year. While counseling has increased from baseline, students also reported through surveys that counseling needs improvement.

4.3 Learning Classrooms: EFFECTIVE. Metric 4.5 shows the percentage of students satisified with the classroom environment increased 88.27% to 100%.

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.

No changes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Preparedness	Students who attend Pioneer High School will have flexible scheduling and access to CTE pathway courses at Gustine High School to complete a CTE pathway leading to college and career readiness. Field trips to community colleges, trade schools, and businesses will be provided to ensure students are provided additional college and career options. Guest speakers will also be provided to further career planning. Parent Conferences will take place at least one time per year.	$12,000.00	No
4.2	Counseling Support	All Pioneer High School Students will receive college and career counseling and SEL counseling support provided by high school counselors and/or mental health clinicians to ensure engagement in school. Academic counseling will focus on college and career readiness, grade point average, and ensure credits are recovered. Social, Emotional, and Mental Health counseling will be provided as needed. Motivational speakers, as well as speakers on drug, alcohol, vaping, and behavioral information will be provided as well.	$15,000.00	No
4.3	Learning Classrooms	Learning spaces will be updated to ensure flexible seating, collaboration tables, and additional technology tools to improve the engagement in the classroom and academics.	$50,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,724,521	$828,466

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
35.853%	0.000%	$0.00	35.853%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA All: 69.4 points below, EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) Math All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) **Scope:** LEA-wide		
1.2	**Action:** Academic Intervention **Need:** Low Income students, English Learners, Foster Youth, and Students with Disabilities (low income) have lower rates of academic achievement as evidenced by state and local measures. CAASPP ELA All: 69.4 points below, EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) Math All: 110 points below, EL: 125.4 points below (district student group with lowest	Interventions are provided LEA-wide to ensure equitable access for low-income pupils, English learners, and foster youth, who experience greater barriers to learning. Students deploy for interventions and supports. These supports include targeted small-group and one-on-one instruction to address learning gaps, language development needs, and foundational skills, as well as social-emotional interventions that build engagement and connection to school. While available to all students, the interventions are developed for unduplicated student groups to improve academic outcomes and access to core instruction.	i-Ready Reading and math IAB (1.39, 1.40), Literacy Teachers Increase in reading and math for K-2 (1.37)

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
	status) and Low Income: 116.2 points below (district student group with lowest status) **Scope:** LEA-wide		
1.3	**Action:** Multi-Tiered Systems of Support (MTSS) **Need:** English Learners, Foster Youth, and Low Income Learners are not performing at or above standards in ELA, Math, or Science as evidenced by CAASPP Scores. CAASPP ELA All: 69.4 points below, EL: 101.9 points below (district student group with lowest status) Hispanic: 72 points below (district student group with lowest status) Low Income: 74.9 points below (district student group with lowest status) Math All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) Science 5th grade: All: 18.49%, LI: 16.83%, EL: 1.92% 8th grade: All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0% High School: All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%	This action is designed to ensure that low-income students, English learners, and foster youth receive targeted supports that effectively address their academic and behavioral needs. Monitoring student outcomes allows the district to identify gaps in achievement and engagement that disproportionately affect these groups and to make timely instructional adjustments. By regularly analyzing data and adjusting services, the district ensures that interventions are effective, resources are used efficiently, and unduplicated students have equitable opportunities to achieve grade-level standards. Research-based progress monitoring strategies help confirm that supports are producing measurable improvements in academic achievement, social-emotional growth, and overall learning outcomes for unduplicated students. This action is provided LEA-wide to ensure that all unduplicated students have equitable access to targeted supports, regardless of their school or classroom assignment. A district-wide approach allows for consistent monitoring of student outcomes, identification of achievement and engagement gaps, and timely adjustments to instruction and interventions. By implementing these supports across all sites, the district maximizes the reach and effectiveness of research-based strategies, ensuring that every	CAST Scores (1.11), Distance from standard ELA (1.12, 1.14), Distance from standard math (1.13, 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	unduplicated student has the opportunity to achieve grade-level standards and experience measurable academic and behavioral growth.	
1.4	**Action:** High Quality Staff Professional Development and Instructional Coaching **Need:** English Learners, Foster Youth, and Low Income Students (including low income Special Education Students) continue to demonstrate the need for English Language Arts and mathematics academic improvement. In English Language Arts "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49%, LI: 16.83%, and EL: 1.92%. In 8th grade All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%. High School All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%. There is a great need to support the unduplicated students. **Scope:** LEA-wide	To address this professional learning will be provided to teachers and support staff from instructional coaches, county office, and other staff and providers in the areas of instructional norms, instructional frameworks, sciences of reading, mathematics, science, and other content areas. This training will be focused on strategies that support the needs of unduplicated students. Applying this action LEA-wide provides a broad impact and reduces the possibility of unintentional disparities between school sites or student groups.	Instructional Norms classroom walkthroughs (1.34), Increase % teachers who participate in PD (1.5), CAASPP/CAST Scores (1.11, 1.12, 1.13, 1.15) LREBG Instructional Coaches (1.38)
1.5	**Action:** Experiential Learning	The expected outcomes are to increase the number of low income students who are	Number of Experiential Learning Opportunities

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
	Need: Low income students have fewer opportunities to engage in experiential learning activities. Only about 33% of low income students are engaged in experiential learning activities. **Scope:** LEA-wide	academically engaged and have the opportunities to participate in academic learning experiences and solidify classroom learning. GUSD believes that providing these opportunities for low income students, low income students will have higher rates of achievement and more connections to academic content as evidenced by surveys and academic achievement. This action will be implemented LEA-wide and is expected to increase opportunities for unduplicated and all students as well.	and the Percent of low income students who participate in experiential learning.(1.35)
1.6	**Action:** College and Career Readiness **Need:** District and state data demonstrate that low-income students (37.1%), English Learners (17.1%), and Special Education (16.7%) students have lower rates of college and career preparedness than all students (42.1%). **Scope:** Schoolwide	Expected outcomes will include increased rates of college and career readiness among Low-income students, English learners, and low income Special Education students. GUSD believes there will be an increase in college readiness and CTE completion for unduplicated students due to the increased focus of college and career and improved counseling throughout the classes and activities. It is provided LEA wide to ensure that college and career is included in every class on campus.	CA Dashboard College and Career Indicator (1.32), CTE enrollment (1.26) and completion (1.27), dual enrollment (1.25), a-g and CTE (1.28)
1.7	**Action:** Additional Student Supports **Need:** Gustine Unified School district's Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. In English Language Arts "All Students" are 69.4	The additional supports are integrated into classrooms on an LEA-wide basis to specifically serve unduplicated students, who often face barriers such as limited access to books and literacy resources at home, fewer enrichment opportunities, and greater need for individualized instruction. These supports are designed to improve achievement in English Language Arts and Math metrics by providing targeted	Increased achievement in ELA and math. (1.11, 1.12, 1.13, 1.14, 1.15) Teacher Librarian and Media Clerk (1.36) LREBG Instructional Aides (1.14, 1.15, 1.37)

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
	below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49%, LI: 16.83%, and EL: 1.92%. In 8th grade All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%. High School All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%. There is a great need to support the unduplicated students. Based on local data, many students need additional time and support in the classroom and afterschool. This action will be presented LEA-wide as it will benefit all students in addition to unduplicated students. **Scope:** LEA-wide	interventions and equitable access to academic resources. Instructional aides will support and extend the academic progress of unduplicated students during the school day and after school by reinforcing Tier 1 strategies and supporting Tier 2 interventions. Their presence increases capacity for small-group instruction, allowing low-income students, English learners, and foster youth to receive individualized attention that accelerates foundational skills. LREBG funds will be utilized to add aides in Kindergarten through Grade 2 classrooms, addressing critical early literacy and numeracy needs where research shows early intervention is most effective in closing achievement gaps. Students also need access to literacy services and a wide variety of books. Many unduplicated students lack access to libraries and high-quality texts outside of school, making it critical for the district to expand resources. Library Media Aides will extend library hours and services, giving students additional time to read, conduct research, and strengthen literacy. Funding will also update classroom and school libraries, ensuring culturally relevant and age-appropriate texts that reflect student identities and engage reluctant readers. The district will hire a full-time teacher librarian, whose direct instruction in information literacy, research skills, and digital citizenship supports the academic success of unduplicated students. Research demonstrates that schools with credentialed teacher librarians achieve higher	

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
		reading outcomes, and these services are particularly impactful for students who may not otherwise have structured support in developing literacy and research skills. By increasing library access and embedding expert literacy instruction, the district ensures equitable access to high quality resources that directly support literacy development, academic achievement, and research skills for unduplicated students. This action is provided LEA-wide to ensure that all unduplicated students have equitable access to targeted academic supports and literacy resources, regardless of school or classroom assignment. While instructional aides provide small-group and individualized support in specific grades, every unduplicated student across the district benefits from access to at least one form of academic or literacy support, including library media aides, a full-time Teacher Librarian, and updated classroom and school libraries. By implementing these supports district-wide, GUSD maximizes the reach and impact of early literacy and numeracy interventions, ensures consistent access to high-quality resources, and provides the individualized attention necessary to close achievement gaps and accelerate academic growth in English Language Arts and math for all unduplicated students.	
1.9	**Action:** Academic Counseling **Need:** Low Income Students 37.1% and English Learners 17.1% have lower levels of college	Counseling is provided LEA wide, but this action will ensure Low Income students and English Learners have at least two individual counseling sessions to ensure they are prepared for college and career. This action will be served on an school-wide basis to increase the college and	College and Career indicator CA Dashboard (1.32), Local data to measure # meetings, EAP (1.16), a-g (1.18), graduation rate (1.19), drop out rate (1.20, 1.21)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and career prepareness when compared with all students at 42.1%. **Scope:** Schoolwide	career preparedness to improve outcomes for unduplicated students.	
1.10	**Action:** Educational Technology Integration **Need:** The technology survey showed Low Income (71%), English Learners (70%), and Foster Youth have lower levels of access to technology and internet than all students (73%). **Scope:** LEA-wide	Educational software, internet connectivity, and devices provide supports for English Learners, Foster Youth, and Low Income students which will improve their educational outcomes. It is implemented LEA-wide, but will have supports built in to ensure unduplicated students have access to additinal tools to support their learning.	Survey for technology integration (1.29)
1.11	**Action:** Supplies for Unduplicated **Need:** Low income students are performing at lower rates than all students. In English Language Arts "All Students" are 69.4 below while Low income are 74.9 below. In Mathematics All: 110 points below and Low Income are116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49% and LI: 16.83%. In 8th grade All: 15.60% and LI: 17.69%. High School All: 12.12%, LI: 9.43%. There is a great need to support the unduplicated students. Additional supplemental supplies benefit low income	Additional funding will be provided to purchase supplies and instructional learning materials that directly address the needs of low-income students, who often face barriers such as limited access to educational resources, technology, and school supplies outside of the classroom. These materials ensure that all students, regardless of family income, have equitable access to the tools needed for academic success, preparation for college and career, and full participation in classroom instruction. This action is designed to meet the needs of low-income students by removing barriers that limit engagement and learning opportunities. By ensuring that every student has access to high-	Star Reading (1.39) Math Interim Assessment Blocks (1.40)

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
	students by providing the resources needed to be successful and learn in the classroom and participate in academic activities. This action will ensure that low income students have the supplies they need and teachers have the materials needed to differentiate learning and implementing new strategies. **Scope:** LEA-wide	quality instructional materials, the district creates equitable conditions for success, while the LEA-wide implementation ensures that unduplicated students are not excluded based on site or program assignment. While all students will benefit from enhanced resources, this action is designed to close opportunity gaps and improve academic outcomes for low-income students in particular.	
1.12	**Action:** Classroom Environment **Need:** Low income students and English Learners benefit from collaborative environments. Low Income students (60%) and English Learners (57%) are less likely to ask clarifying questions or engage in conversation in the classroom to analyze their thinking than all students (65%) as measured by a survey. **Scope:** LEA-wide	This action provides opportunities for engagement, higher order thinking skills, and team work by creating a classroom environment conducive to engaging low income and English learners in discussion and collaboration. Unduplicated students are participating less than all students. This action is being implemented LEA-wide and with a focus on unduplicated participation in the classroom. This action provides structured opportunities for engagement, higher-order thinking, and teamwork, creating a classroom environment that actively supports participation from unduplicated students. Implemented LEA-wide with a focus on unduplicated student engagement, it ensures that all students, especially unduplicated students, participate in classroom discourse, have equitable access to learning experiences that build critical thinking, communication, and collaborative skills.	CAASPP/CAST Scores (1.11, 1.12, 1.13, 1.14, 1.15)
1.13	**Action:** Transportation **Need:**	Due to the geographic location of communities and schools in our district, many low-income students lack reliable transportation, which can limit attendance and access to academic instruction.	CAASPP/CAST Scores (1.11, 1.12, 1.13, 1.14, 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	32.4% of Low Income students are chronically absent. Providing transportation to students who do not have transportation. This will ensure low income students are able to attend school regularly to continue academic progress and success. **Scope:** LEA-wide	Providing bussing on an LEA-wide basis, with additional routes and strategically placed pick-up locations, ensures that these students can consistently get to school. This action is directed toward unduplicated students by removing transportation barriers that disproportionately affect them, increasing daily attendance, access to classroom instruction, and opportunities to improve academic achievement.	
1.15	**Action:** Increased Achievement in English Language Arts **Need:** Low Income students and English Learners have lower rates of reading achievement than other student groups. "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. This action will provide services to enhance the instruction with supports for integrated ELD and strategies to best serve low income students. **Scope:** LEA-wide	Low-income students, English learners, and students with disabilities often face systemic barriers that limit their access to grade-level reading instruction and foundational literacy skills. By implementing research-based strategies from LETRS and the science of reading, providing targeted professional development, and embedding differentiated instruction and intervention supports across grades TK–12, the district ensures that these students receive explicit, systematic instruction tailored to their needs. Monitoring progress through CAASPP Interim Assessments, instructional walkthroughs, and structured planning with literacy coaches allows the district to adjust instruction in real time, removing barriers to learning and improving reading achievement. These actions are for unduplicated students to close opportunity gaps, accelerate foundational reading skills, and ensure equitable access to grade level learning, as well as create long term academic success.	CAASPP ELA (1.12, 1.14), STAR Reading (1.39), classroom walkthrough (1.34)
1.16	**Action:** Increase Achievement in Mathematics **Need:**	This service is principally targeted low income students and English Learners; however, all students will benefit from Building Thinking	CAASPP Math Scores (1.13, 1.15), Math Interim Assessment Blocks (1.40),

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
	Low Income and English Learner are red on the CA Dashboard. These student groups are consistently low performing in mathematics. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status). **Scope:** LEA-wide	Classrooms, use of manipulatives, standards-based instruction, and lesson design.	classroom walkthrough (1.34)
1.17	**Action:** Celebrations of Learning and Incentives **Need:** Low Income students, English Learners, Foster Youth, and Students with Disabilities have lower rates of academic achievement as evidenced by state and local measures. In English Language Arts "All Students" are 69.4 below while English Learners 101.9 below, Foster Youth-too few to report, Low income 74.9 below, and Students with disabilities 158.5 below. In Mathematics All: 110 points below, EL: 125.4 points below (district student group with lowest status) and Low Income: 116.2 points below (district student group with lowest status) and in Science 5th grade All: 18.49%, LI: 16.83%, and EL: 1.92%. In 8th grade All: 15.60%, LI: 17.69%, EL: 0%, LTEL: 0%. High School All: 12.12%, LI: 9.43%, EL: 3.33%, LTEL: 5.56%. **Scope:**	By offereing incentives for growth and achievement unduplicated students will be more motivated to achieve at high levels and GUSD believes this will increase all academic indicators. This action will be implemented on an LEA-wide basis as it will likely increase motivation for all students since we are in a low performing district.	survey data (1.33)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Safe Facitlities **Need:** Of the 55 CTE completers, Low income students (30%), Foster Youth (0%), and English Learners (3%) have lower levels of CTE Completion and report lower levels of satisfaction that schools are clean--Low income 65% and English Learners (65%). **Scope:** LEA-wide	Updating and improving CTE facilities is essential to increase enrollment, engagement, and completion of CTE pathways among unduplicated studen who may face barriers to accessing high-quality career and technical education. Modernized and well maintained facilities create safe, welcoming, and fully equipped learning environments that support hands-on, industry-aligned instruction, helping students build skills, confidence, and pathways to college and career opportunities. While all students benefit from improved facilities, this action is intended for unduplicated students by removing barriers to participation and ensuring equitable access to CTE programs LEA-wide.	Survey schools are clean and in good repair (2.3) , FIT report (2.1), updated CTE facilties (2.1)
2.2	**Action:** Support Services for Social Emotional and Mental Health **Need:** Low income students, English Learners, and Foster Youth do not have access to outside counseling and mental health services. They have higher rates of chronic absenteeism for Low income (32.4%), foster students (8.3%), and English Learners (28.4%)(newcomers). There has been an increased need for services for unduplicated students. **Scope:** LEA-wide	By expanding these services and supports for students the academics, behavior, and social emotional needs of unduplicated groups allows those students to experience safety and success in their academic and social aspects of school. GUSD believes that when mental health needs are met, attendance will improve. This will be provided on an LEA-wide basis in order to support any student who needs services as well as improve the campus and climates of district schools.	Surveys and referrals, chronic absenteeism (2.8), attendance rates (2.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Health Services for Low income, Foster Youth, SPED **Need:** Low income (32.4%), foster students (8.3%), English Learners (28.4%)(newcomers) have higher rates of chronic absenteeism due to not having adequate access to health and dental services. **Scope:** LEA-wide	This action will ensure that low income and foster students have their daily health needs met. This will be provided on an LEA-wide basis in order to support any student who needs services in order to maintain a healthy school environment.	Attendance (2.7), chronic absenteeism (2.8)
2.4	**Action:** Engagement, Enrichment, and Leadership **Need:** Low income students (50%) and English Learners (47%) are not as involved in school programs compared to all students (54%). They do not have the same opportunities to participate in extra curricular activities due to transportation issues and costs associated. **Scope:** LEA-wide	This action is intended to improve the engagement of low income and English Learner students with the opportunities to participate. It is an LEA-wide action because additional activities will support all students to participate in activities to better engagement. GUSD believes that by improving the overall engagement, enrichment, and leadership will lead to more unduplicated students participating.	Survey (2.9)
2.5	**Action:** School Safety and Positive Learning Environment **Need:** In order to be more engaged in school low income, Foster Youth, and English Learners	This action will provide additional support in building relationships and connections as well as increased safety in school for low income, English Learners, and Foster Youth. This will be implemented LEA-wide because all students benefit from safer schools and stronger adult-student ratios.	Safety survey (2.4), suspension rate (2.5), Expulsions (2.6), school connectedness survey (2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	will benefit from more connections and relationships with staff. Survey show that English Learners (50%), low income (50%), and Foster Youth (50%) have lower levels of trusting adults relationships than all students (53%). The unduplicated student groups also have higher instances of feeling unsafe in school--English Learners (68%), and Low income (72%). **Scope:** LEA-wide		
2.6	**Action:** Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support **Need:** English Learners (68%) and homeless students (60%) have reported lower levels feeling safe in school due to fights and student behavior. **Scope:** LEA-wide	This action is focused toward English Learner students in order to address some issues and implement positive behavior interventions and supports such as restorative practices and provide technical assistance to teachers and schools to increase students' social-emotional development. In addition, GUSD recognizes that all students will benefit from this program, and therefore these supports are provided LEA-wide.	Positive Behaviors survey (2.10), suspension rate (2.5), Expulsions (2.6)
2.7	**Action:** Attendance **Need:** Low income students are 32.4% chronically absent and English Learners are 28.4% chronically absent. Both student groups have	The LEA is implementing this action to improve the outcomes of English Learners and low income students by informing of absentee status and reminders about regular school attendance to increase attendance and academic outcomes. Applying this action LEA-wide provides a broad impact and reduces the possibility of unintentional disparities between student groups.	Increase attendance(2.7), decrease chronic absenteeism (2.8)

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
	lower levels of achievement as measured by ELA, math, and science tests. **Scope:** LEA-wide		
2.8	**Action:** Nutritious and Healthful Meals **Need:** The unduplicated population does not have access to quality and healthful meals. There are concerns that the prepackaged heat and serve meals are not providing the nutrition to ensure low-income students and English Learners have access to quality food that will enable them to be healthy, want to attend school, and promote readiness to learn. Surveys indicate that 39% of English Learners and 41% of low income students feel that meals are healthy and nutritious. **Scope:** LEA-wide	This action will provide proper nutrition and increase attendance for unduplicated students because students will know they have access to quality meals at school and feel better with proper nutrition. The district would create a committee of educational partners that provides feedback on the types of meals served and educates students with information for healthy living. This action will be provided on an LEA-wide basis due because all students will benefit from healthy meals in order to engage in learning. GUSD believes that unduplicated students will have better attendance and report higher quality of food.	Survey data (2.11), attendance rates (2.7)
3.1	**Action:** Parent Capacity Building **Need:** Famililes of unduplicated students are requesting support in a variety of topics. Currently 84% of families state that they have a say in decision-making at the school sites.	This action will provide the capacity building meetings to better meet the needs of the families of unduplicated students. The meetings will help to build connections with the schools and give parents tools and information to create partnerships and increase educational outcomes for unduplicated students. This will be implemented on an LEA-wide basis to ensure all families have access to capacity building activities and GUSD believes that unduplicated families will	Survey Decision-making (3.1), Participation in advisory groups (3.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	be better able to build trusting relationships and across our cultural and economic backgrounds.	
3.2	**Action:** Engagement Opportunities **Need:** Low Income, foster youth, and English Learner families have lower participation in school events than other groups with an overall 20% attendance rate. **Scope:** LEA-wide	This action will provide community building activities to build relationships amongst families to increase overall participation in positive activities. GUSD believes that by providing LEA-wide environment where all students and families feel welcome will help to build a strong community and all families, especially unduplicated families will thrive and participate.	Increase the number of Unduplicated families who attend events. (3.3)
3.3	**Action:** Child Care for Parents to Engage **Need:** Survey data suggests many families of Low Income and English Learner students cannot participate in school events due to childcare. Surveys indicate that 50% of families state that child care is available for meetings. **Scope:** LEA-wide	This action will remove the barrier of childcare to ensure more families have the opportunity to participate. This will be provided LEA-wide to ensure all families can participate in school events, but it will ensure that child care is not a barrier for unduplicated families.	Increased attendance of families of English Learner and Low Income Families. (3.3), child care survey (3.4)
3.4	**Action:** Family Partnerships **Need:** Increase the participation rate of unduplicated student families. Currently 20% of	This action will ensure families of unduplicated students build strong partnerships with the school community to encourage greater communication. This action will be implemented on an LEA-wide basis due to the need to increase partnerships with all families. GUSD believes that a focus on	The outcome of this goals will be increased participation in school functions as measured through sign in sheets and increased participation as indicated in surveys from

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
	unduplicated families are engaged in school activities. **Scope:** LEA-wide	unduplicated families will increase the participation of families.	families and school staff. (3.5)
3.5	**Action:** Structures for Communication **Need:** Improve school to home communication for unduplicated students. Eighty-eight percent of families agree that communication systems keep them aware of events, activities, and schedules. **Scope:** LEA-wide	Structures for comminication ensure there are no language barriers in communication for English Learners. It also provides low income and foster youth families to be aware of events to improve participation. In addition, parents in all student groups will benefit from efforts to make school campuses more welcoming and inclusive. For this reason, these actions are being provided LEA-wide.	Survey data-increased awareness of events, important information through ParentSquare and other school communication. (3.7)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** English Language Learner Supports **Need:** Based on state and local data, 37% of English Learners are Long Term English Learners and	This action will improve the English Language development of English Learner students.	Increase reclassification rate (1.23), Improved ELPI (1.22)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	5% of English Learners were reclassified in 21-22. English Learners also perform at lower rates than other student groups. **Scope:** Limited to Unduplicated Student Group(s)		
1.18	**Action:** Long Term English Learners **Need:** Long Term English Learners (LTELs) perform lower than all students and English Learners on local and state data. LTELs are not making adequate progress on the ELPI indicator and need intervention and tutoring support to improve their academic success. **Scope:** Limited to Unduplicated Student Group(s)	This action will address the needs of LTELs through site meetings to analyze data and strategies to improve LTEL instruction. Teachers will have data chats with students regarding ELPAC and CAASPP scores. Tutoring will also be provided to ensure progress is made. PLC teams will meet and include a focus on LTELs. Decisions will be made on how the students receive additional support through tutoring and interventions. Counselors will meet with each LTEL to ensure course access, CTE completion, and assist in supporting academic interventions and SEL needs to ensure progress toward English Language Proficiency.	Percent of Long Term English Learners (1.24), EL Reclassification Rate (1.24), ELPI (1.22)

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

N/A

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	From CBEDS ORA Classified Staff to Student Ratios 1:22 Elementary School TK-5 1:34 Middle School 6-8 1:45 High School 9-12
Staff-to-student ratio of certificated staff providing direct services to students	NA	From CALPADS 4.1 Report Certificated Staff to Student Ratios 1:13 Elementary School TK-5 1:13 Middle School 6-8 1:15 High School 9-12

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$18,755,743	6,724,521	35.853%	0.000%	35.853%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,962,273.00	$1,066,323.00	$0.00	$0.00	$8,028,596.00	$5,567,509.00	$2,461,087.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$72,795.00	$72,795.00				$72,795.00	
1	1.2	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$376,570.00	$36,500.00	$413,070.00				$413,070.00	
1	1.3	Multi-Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$237,310.00	$19,000.00	$256,310.00				$256,310.00	
1	1.4	High Quality Staff Professional Development and Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,111,282.00	$74,000.00	$550,923.00	$634,359.00			$1,185,282.00	
1	1.5	Experiential Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$23,487.00	$132,179.00	$155,666.00				$155,666.00	
1	1.6	College and Career Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gustine High School	ongoing	$570,584.00	$155,666.00	$726,250.00				$726,250.00	
1	1.7	Additional Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$491,964.00	$117,500.00	$177,500.00	$431,964.00			$609,464.00	
1	1.8	English Language Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$70,349.00	$27,000.00	$97,349.00				$97,349.00	
1	1.9	Academic Counseling	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	All Schools	ongoing	$358,194.00	$4,000.00	$362,194.00				$362,194.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.10	Educational Technology Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$273,356.00	$273,356.00				$273,356.00	
1	1.11	Supplies for Unduplicated	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$15,500.00	$15,500.00				$15,500.00	
1	1.12	Classroom Environment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$5,500.00	$5,500.00				$5,500.00	
1	1.13	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.14	Professional Learning Communities	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.15	Increased Achievement in English Language Arts	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.16	Increase Achievement in Mathematics	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
1	1.17	Celebrations of Learning and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$14,500.00	$14,500.00				$14,500.00	
1	1.18	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$500.00	$1,000.00	$1,500.00				$1,500.00	
2	2.1	Safe Facitlities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$1,042,760.00	$1,042,760.00				$1,042,760.00	
2	2.2	Support Services for Social Emotional and Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,276,355.00	$11,000.00	$1,287,355.00				$1,287,355.00	
2	2.3	Health Services for Low income, Foster Youth, SPED	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$363,762.00	$8,300.00	$372,062.00				$372,062.00	
2	2.4	Engagement, Enrichment, and Leadership	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$7,500.00	$71,725.00	$79,225.00				$79,225.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	School Safety and Positive Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$591,570.00	$134,000.00	$725,570.00				$725,570.00	
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$10,000.00	$18,875.00	$28,875.00				$28,875.00	
2	2.7	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$73,611.00	$73,611.00				$73,611.00	
2	2.8	Nutritious and Healthful Meals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Parent Capacity Building	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$19,000.00	$19,000.00				$19,000.00	
3	3.2	Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$8,100.00	$8,100.00				$8,100.00	
3	3.3	Child Care for Parents to Engage	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.4	Family Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$26,082.00	$0.00	$26,082.00				$26,082.00	
3	3.5	Structures for Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,000.00	$35,220.00	$37,220.00				$37,220.00	
4	4.1	College and Career Preparedness	All	No			Specific Schools: Pioneer High School 10-12	ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
4	4.2	Counseling Support	All	No			Specific Schools: Pioneer High School 10-12	ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.3	Learning Classrooms	All	No			Specific Schools: Pioneer High School	ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							10-12									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$18,755,743	6,724,521	35.853%	0.000%	35.853%	$6,885,273.00	0.000%	36.710 %	**Total:**	$6,885,273.00
								LEA-wide Total:	$5,697,980.00
								Limited Total:	$98,849.00
								Schoolwide Total:	$1,088,444.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,795.00	
1	**1.2**	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$413,070.00	
1	**1.3**	Multi-Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$256,310.00	
1	**1.4**	High Quality Staff Professional Development and Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$550,923.00	
1	**1.5**	Experiential Learning	Yes	LEA-wide	Low Income	All Schools	$155,666.00	
1	**1.6**	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gustine High School	$726,250.00	
1	**1.7**	Additional Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$177,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	English Language Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$97,349.00	
1	1.9	Academic Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$362,194.00	
1	1.10	Educational Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$273,356.00	
1	1.11	Supplies for Unduplicated	Yes	LEA-wide	Low Income	All Schools	$15,500.00	
1	1.12	Classroom Environment	Yes	LEA-wide	English Learners Low Income	All Schools	$5,500.00	
1	1.13	Transportation	Yes	LEA-wide	Low Income	All Schools	$0.00	
1	1.15	Increased Achievement in English Language Arts	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
1	1.16	Increase Achievement in Mathematics	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
1	1.17	Celebrations of Learning and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,500.00	
1	1.18	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,500.00	
2	2.1	Safe Facitlities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,042,760.00	
2	2.2	Support Services for Social Emotional and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,287,355.00	
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$372,062.00	
2	2.4	Engagement, Enrichment, and Leadership	Yes	LEA-wide	English Learners Low Income	All Schools	$79,225.00	
2	2.5	School Safety and Positive Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$725,570.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$28,875.00	
2	2.7	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$73,611.00	
2	2.8	Nutritious and Healthful Meals	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
3	3.1	Parent Capacity Building	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
3	3.2	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,100.00	
3	3.3	Child Care for Parents to Engage	Yes	LEA-wide	English Learners Low Income	All Schools	$3,000.00	
3	3.4	Family Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,082.00	
3	3.5	Structures for Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,220.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,186,511.00	$9,694,056.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum and Instruction	Yes	$525,000.00	$332,330.00
1	**1.2**	Academic Intervention	Yes	$615,828.00	$1,037,299.00
1	**1.3**	Multi-Tiered Systems of Support (MTSS)	Yes	$209,500.00	$191,723.00
1	**1.4**	High Quality Staff Professional Development and Instructional Coaching	Yes	$1,277,000.00	$2,505,035.00
1	**1.5**	Experiential Learning	Yes	$109,500.00	$57,106.00
1	**1.6**	College and Career Readiness	Yes	$664,997.00	$660,641.00
1	**1.7**	Additional Student Supports	Yes	$892,525.00	$759,085.00
1	**1.8**	English Language Learner Supports	Yes	$104,166.00	$82,715.00
1	**1.9**	Academic Counseling	Yes	$328,000.00	$347,444.00
1	**1.10**	Educational Technology Integration	Yes	$160,000.00	$121,587.00
1	**1.11**	Supplies for Unduplicated	Yes	$14,500.00	$4,694.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Classroom Environment	Yes	$60,000.00	$95,463.00
1	1.13	Transportation	Yes	$250,000.00	$0.00
1	1.14	Professional Learning Communities	No	$0.00	$0.00
1	1.15	Increased Achievement in English Language Arts	Yes	$10,000.00	$10,000.00
1	1.16	Increase Achievement in Mathematics	Yes	$50,000.00	$50,547.00
1	1.17	Celebrations of Learning and Incentives	Yes	$23,910.00	$19,244.00
1	1.18	Long Term English Learners	Yes	$7,000.00	$4,500.00
2	2.1	Safe Facilities	Yes	$618,500.00	$671,310.00
2	2.2	Support Services for Social Emotional and Mental Health	Yes	$1,111,851.00	$1,104,049.00
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	$409,500.00	$330,693.00
2	2.4	Engagement, Enrichment, and Leadership	Yes	$162,500.00	$121,139.00
2	2.5	School Safety and Positive Learning Environment	Yes	$1,012,600.00	$850,880.00
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative	Yes	$84,008.00	$118,181.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Practices, and other behavioral support			
2	**2.7**	Attendance	Yes	$146,161.00	$56,286.00
2	**2.8**	Nutritious and Healthful Meals	Yes	$110,000.00	$0.00
3	**3.1**	Parent Capacity Building	Yes	$62,500.00	$62,895.00
3	**3.2**	Engagement Opportunities	Yes	$36,330.00	$22,415.00
3	**3.3**	Child Care for Parents to Engage	Yes	$10,000.00	$1,650.00
3	**3.4**	Family Partnerships	Yes	$20,500.00	$3,584.00
3	**3.5**	Structures for Communication	Yes	$49,600.00	$37,881.00
4	**4.1**	College and Career Preparedness	No	$15,535.00	$15,000.00
4	**4.2**	Counseling Support	No	$15,000.00	$15,000.00
4	**4.3**	Learning Classrooms	No	$20,000.00	$3,680.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,647,597	$7,839,451.00	$8,942,643.00	($1,103,192.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum and Instruction	Yes	$525,000.00	$332,330.00		
1	1.2	Academic Intervention	Yes	$374,828.00	$1,037,299.00		
1	1.3	Multi-Tiered Systems of Support (MTSS)	Yes	$209,500.00	$191,723.00		
1	1.4	High Quality Staff Professional Development and Instructional Coaching	Yes	$852,000.00	$2,505,035.00		
1	1.5	Experiential Learning	Yes	$109,500.00	$57,106.00		
1	1.6	College and Career Readiness	Yes	$664,997.00	$660,641.00		
1	1.7	Additional Student Supports	Yes	$262,000.00	41,352.00		
1	1.8	English Language Learner Supports	Yes	$104,166.00	$82,715.00		
1	1.9	Academic Counseling	Yes	$328,000.00	$347,444.00		
1	1.10	Educational Technology Integration	Yes	$160,000.00	$121,587.00		
1	1.11	Supplies for Unduplicated	Yes	$14,500.00	$4,694.00		
1	1.12	Classroom Environment	Yes	$60,000.00	$95,463.00		
1	1.13	Transportation	Yes	$250,000.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Increased Achievement in English Language Arts	Yes	$10,000.00	$10,000.00		
1	1.16	Increase Achievement in Mathematics	Yes	$50,000.00	$50,547.00		
1	1.17	Celebrations of Learning and Incentives	Yes	$23,910.00	$19,244.00		
1	1.18	Long Term English Learners	Yes	$7,000.00	$4,500.00		
2	2.1	Safe Facilities	Yes	$618,500.00	$671,310.00		
2	2.2	Support Services for Social Emotional and Mental Health	Yes	$1,111,851.00	$1,104,049.00		
2	2.3	Health Services for Low income, Foster Youth, SPED	Yes	$409,500.00	$330,693.00		
2	2.4	Engagement, Enrichment, and Leadership	Yes	$162,500.00	$121,139.00		
2	2.5	School Safety and Positive Learning Environment	Yes	$1,012,600.00	$850,880.00		
2	2.6	Positive Behavior Intervention Supports (PBIS), Restorative Practices, and other behavioral support	Yes	$84,008.00	$118,181.00		
2	2.7	Attendance	Yes	$146,161.00	$56,286.00		
2	2.8	Nutritious and Healthful Meals	Yes	$110,000.00	$0.00		
3	3.1	Parent Capacity Building	Yes	$62,500.00	$62,895.00		
3	3.2	Engagement Opportunities	Yes	$36,330.00	$22,415.00		
3	3.3	Child Care for Parents to Engage	Yes	$10,000.00	$1,650.00		
3	3.4	Family Partnerships	Yes	$20,500.00	$3,584.00		
3	3.5	Structures for Communication	Yes	$49,600.00	$37,881.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$18,505,965	$6,647,597	0%	35.921%	$8,942,643.00	0.000%	48.323%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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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