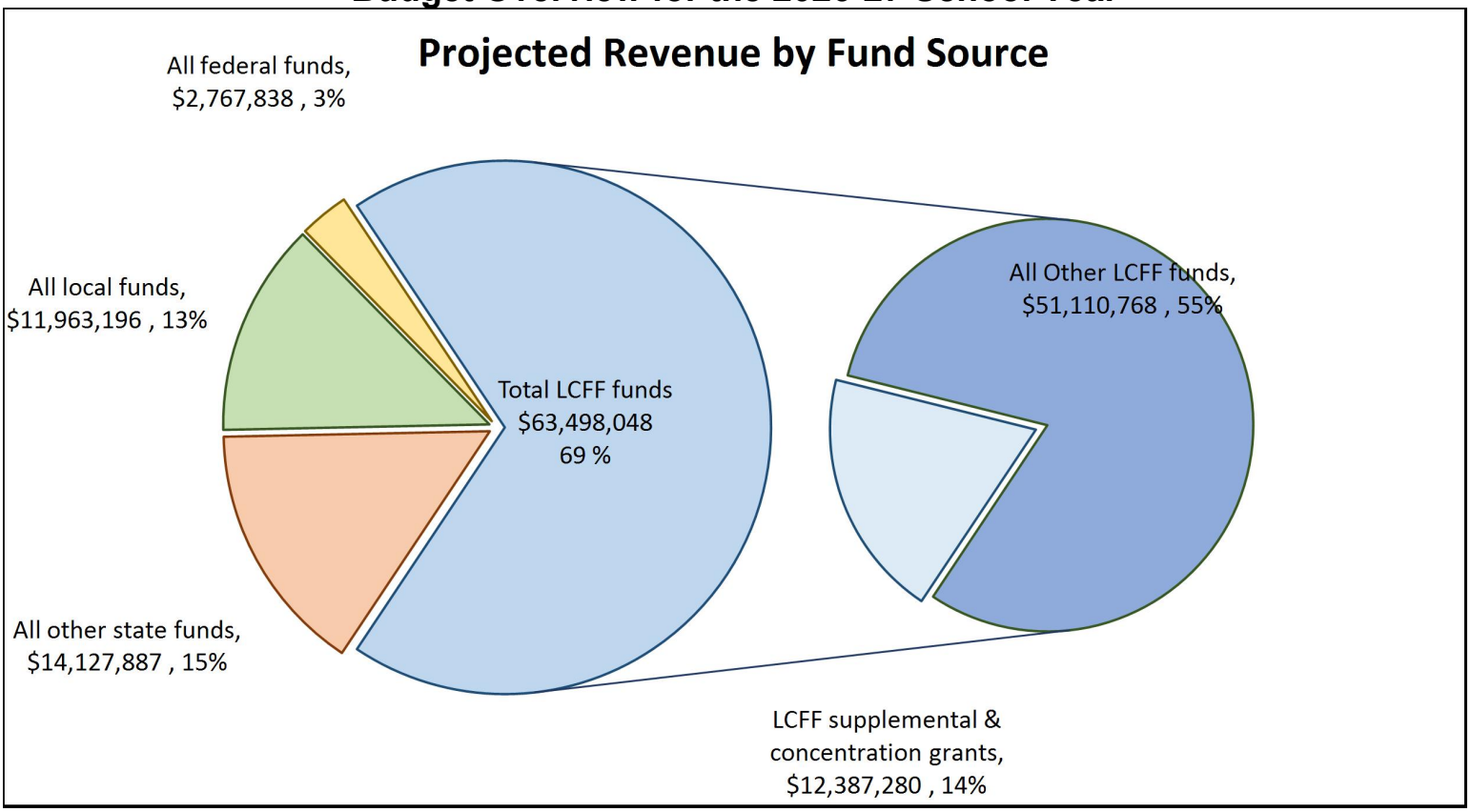
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Gabriel Unified School District
CDS Code: 19752911995810
School Year: 2026-27
LEA contact information:
Dr. Joan Perez
Assistant Superintendent

626 451 5440

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



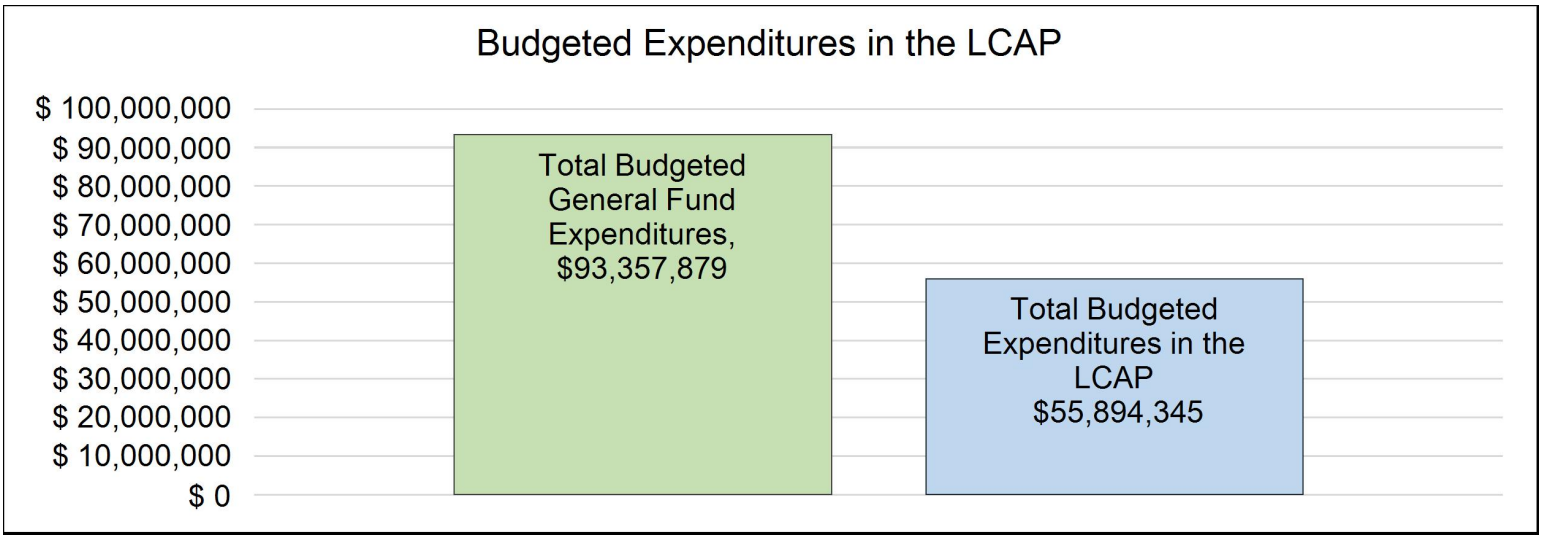
This chart shows the total general purpose revenue San Gabriel Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Gabriel Unified School District is $92,356,969, of which $63,498,048.00 is Local Control Funding Formula (LCFF), $14,127,887.00 is other state funds, $11,963,196.00 is local funds, and $2,767,838.00 is federal funds. Of the $63,498,048.00 in

LCFF Funds, $12,387,280 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 San Gabriel 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: San Gabriel Unified School District plans to spend $93357879 for the 2026-27 school year. Of that amount, $55,894,345 is tied to actions/services in the LCAP and $37,463,534 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

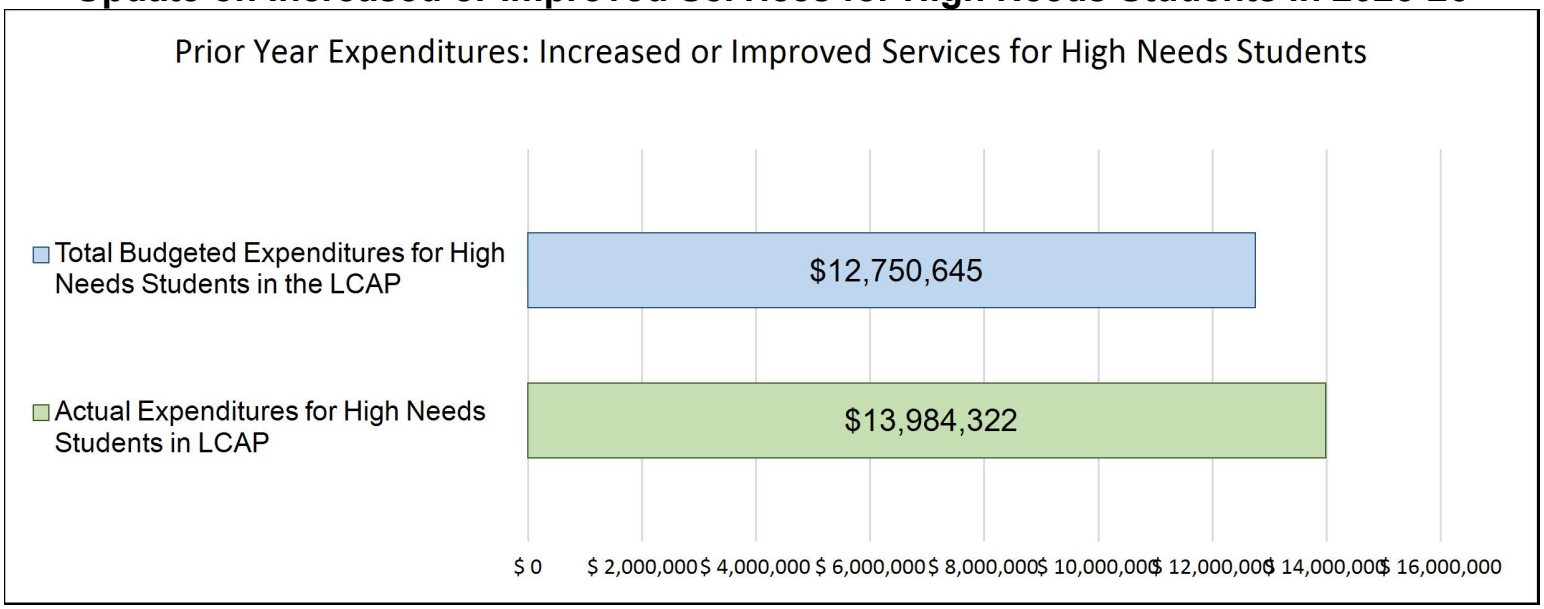
The General Fund comprises the majority of funds used for all operations of a school district excluding Food Services and other miscellaneous funds. The LCAP does not include expenses for base instruction and other general operating expenses related to personnel such as office, facilities and maintenance staff, and other classified staff that support the schools.

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

In 2026-27, San Gabriel Unified School District is projecting it will receive $12,387,280 based on the enrollment of foster youth, English learner, and low-income students. San Gabriel Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Gabriel Unified School District plans to spend $13,525,830.00 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 San Gabriel 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 San Gabriel 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, San Gabriel Unified School District's LCAP budgeted $12,750,645.00 for planned actions to increase or improve services for high needs students. San Gabriel Unified School District actually spent $13,984,322.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,233,677 had the following impact on San Gabriel Unified School District’s ability to increase or improve services for high needs students:

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
San Gabriel Unified School District	Dr. Joan Perez Assistant Superintendent	perez_j@sgusd.k12.ca.us 626 451 5440

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.

San Gabriel Unified School District (SGUSD) is located approximately ten miles east of downtown Los Angeles in the San Gabriel Valley. SGUSD serves a diverse student population of approximately 4,492 students in Transitional Kindergarten (TK) through grade 12. Our schools are situated within neighborhood communities, supporting strong relationships among students, families, staff, and community partners.

Our San Gabriel Community:

San Gabriel is a historically rich and culturally diverse community, with roots dating back to 1771 when the San Gabriel Mission was founded as the fourth California mission. The San Gabriel School District was established in 1868, and in 1992 the community voted to unify the district, expanding to include high school education under the San Gabriel Unified School District beginning in 1994. SGUSD is proud of the community's longstanding tradition of academic excellence and commitment to student success.

SGUSD currently operates:

- Five elementary schools (K–5)
- One middle school (6–8)
- One comprehensive high school (9–12)

- One continuation high school (9–12)

Strategic Plan, LCAP Alignment, and the Portrait of a Graduate:

The SGUSD Strategic Plan articulates the District's mission, vision, and priorities and guides continuous improvement across TK–12. The plan reflects SGUSD's commitment to ensuring that all students have equitable opportunities to learn in safe, supportive environments where they are nurtured and challenged to achieve at high levels throughout their TK–12 #SanGabrielExperience and beyond.

Bringing the Strategic Plan to life and aligning it to the Local Control and Accountability Plan (LCAP) is a collaborative effort shaped by meaningful engagement with educational partners. This work has been guided by SGUSD's Educational Advisory Committee (EAC), which includes teachers, parents/guardians, administrators, classified and certificated staff, community leaders, business partners, and students.

In 2020, in partnership with the EAC and with strong student leadership, SGUSD developed and launched its Portrait of a Graduate—our shared vision for the knowledge, skills, and competencies students need to thrive in college, career, and life. SGUSD's Portrait of a Graduate includes six core competencies that we intentionally cultivate across TK–12:

- Collaborator
- Communicator
- Empathetic
- Global Citizen
- Resilient
- Creative Thinker

Academic Program and Future-Ready Learning:

SGUSD is committed to preparing every student to thrive as a lifelong learner, critical thinker, creative problem solver, and global citizen. To support these outcomes, SGUSD provides equitable access to a rigorous academic program that includes an A–G college preparatory course of study, dual enrollment opportunities, and career technical education (CTE) pathways that begin in middle school and extend through high school. High school pathways include sports medicine and peer helping, visual and performing arts, digital media, and business entrepreneurship, providing students opportunities to explore interests, build real-world skills, and connect learning to future goals.

Students also have access to Advanced Placement and honors coursework, along with innovative learning opportunities that integrate technology, design thinking, and emerging tools that support preparation for an evolving, AI-influenced world. SGUSD is proud to partner with local colleges and universities, including Pasadena City College, to expand dual enrollment and strengthen educator development pathways.

Grounded in the Strategic Plan and LCAP goals, SGUSD educators continuously reflect on and analyze student performance data to refine instruction, close opportunity gaps, and ensure that students with the greatest needs—including English Learners, foster youth, low-income students, and students with disabilities—receive the supports necessary to succeed. Through this collective work, SGUSD is building a culture of innovation, equity, and excellence where every graduate is empowered to imagine, inspire, and invent a bold future.

The SGUSD Strategic Plan is available on the District website: https://www.sgusd.k12.ca.us/

Equity Multiplier:

Pursuant to Education Code 42238.024, Del Mar High School was identified to receive Equity Multiplier funding to provide evidence-based services and supports. SGUSD's Equity Multiplier plan is included in LCAP Goal 5.

Reflections: Annual Performance

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

San Gabriel Unified School District (SGUSD) remains steadfast in its commitment to ensuring every student is seen, supported, and successful. The 2023 California School Dashboard results continue to serve as the baseline for this three-year LCAP cycle. SGUSD reviewed the 2025 California School Dashboard (most recent Dashboard available) alongside local measures to assess progress toward LCAP goals, identify persistent inequities, and refine actions and services to better meet student needs.

Overall, the 2025 Dashboard reflects continued strengths in academic performance (English Language Arts, Mathematics, and Science all rated Green for All Students) and improved student engagement outcomes (Chronic Absenteeism improved to Yellow for All Students; Suspension Rate remained Green). At the same time, the Dashboard continues to highlight areas requiring urgent attention—particularly English Learner progress (Orange) and persistent subgroup gaps in college and career readiness, graduation outcomes, chronic absenteeism, and suspension for specific student groups.

English Learner Progress Indicator (ELPI): Orange (All English Learners):

The 2025 Dashboard identifies English Learner Progress as an area of greatest need. SGUSD's ELPI status is 45.0% making progress, and the district experienced a decline of 10.5 percentage points from the prior year. This indicates that a smaller proportion of English Learners are progressing toward English proficiency or maintaining the highest proficiency level compared to previous performance.

The Dashboard also highlights concerns for Long-Term English Learners (LTELs) within English Learner Progress (reported separately on the Dashboard), reinforcing the need to strengthen:

- consistent, high-quality designated and integrated ELD across sites,
- progress monitoring cycles using Ellevation/ELPAC data, and
- targeted supports to reduce the number of students becoming LTELs and to accelerate reclassification readiness.

LCAP alignment: Goal 2 Actions 2.4–2.6 (language acquisition, LTEL supports, and ELD professional learning) and Goal 3 attendance supports connected to EL engagement.

College/Career Indicator (CCI): Yellow (All Students) with subgroup gaps including Red:

SGUSD's 2025 Dashboard shows College/Career readiness at Yellow, with 60.1% Prepared, and a decline of 6.6 percentage points from the prior year. Subgroup performance indicates significant equity gaps. Notably:

- Students with Disabilities (SWD) are reported at the lowest performance level (Red) on CCI.
- Additional student groups show lower performance levels (Orange/Yellow), indicating a need for intensified pathway access and completion supports.
- This pattern reinforces the need to strengthen systems that ensure students, especially unduplicated pupils and SWD, have access to and complete CCI-qualifying measures (A–G, CTE pathway completion, Dual Enrollment, AP/IB where applicable, Seal of Biliteracy, etc.), with robust counseling and monitoring.

LCAP alignment: Goal 2 Action 2.8 (College and Career Readiness), Goal 4 actions supporting broad course of study access and staffing, and Goal 5 supports at Del Mar HS.

Chronic Absenteeism: Yellow (All Students) with subgroup concerns including Red:

The 2025 Dashboard shows Chronic Absenteeism for All Students at 10.1% chronically absent, improving (declining) 4.2 points from the prior year. While the overall indicator improved to Yellow, the equity report reflects that at least one student group remains at the lowest performance level (Red) and multiple groups remain in Yellow, indicating that chronic absenteeism continues to disproportionately affect specific student populations.

The Dashboard specifically indicates elevated chronic absenteeism for groups including:

- Homeless Youth (reported at Red in the subgroup table with a high chronic absenteeism rate), and other groups that remain at Yellow and require continued targeted supports.

LCAP alignment: Goal 3 Action 3.4 (Improve Attendance Rate TK–8), Goal 1 wellness supports, and case management supports for students experiencing homelessness and foster youth (Goal 1 Action 1.1).

Suspension Rate: Green (All Students) with subgroup concerns including Red:
SGUSD's 2025 Dashboard shows Suspension Rate for All Students at 1.4%, improving (declining) 0.7% from the prior year. While overall performance remains Green, subgroup results indicate continued disproportionality:

- Long-Term English Learners (LTELs) appear at the lowest performance level (Red) for suspension rate in the subgroup table.

- English Learners and students experiencing homelessness are identified at Orange, indicating higher suspension rates and/or worsening change.

These patterns reinforce the need to strengthen prevention and intervention systems (PBIS, restorative practices, behavior supports, and culturally responsive approaches) to reduce exclusionary discipline and improve student connectedness and belonging.

LCAP alignment: Goal 1 Action 1.4 (Positive Climate and Culture) and Goal 3 climate/connectedness supports.

Graduation Rate: Yellow (All Students) with subgroup concerns including Orange:

SGUSD's 2025 Dashboard shows Graduation Rate at 93.1%, with a decline of 1.0 percentage point from the prior year (Yellow). Subgroup performance includes:

- Students with Disabilities (SWD) reported at Orange, indicating ongoing need for strengthened graduation pathway supports, inclusive practices, and transition planning.

LCAP alignment: Goal 2 actions supporting MTSS and access to rigorous instruction, Goal 4 staffing/credentialing and broad course of study access, and Goal 5 supports at Del Mar HS.

Areas of Strength: 2025 Dashboard Green and Blue Indicators:

The 2025 Dashboard also reflects important strengths that SGUSD will continue to sustain and scale:

- English Language Arts: Green (All Students) — 18.3 points above standard, maintained.
- Mathematics: Green (All Students) — 5.6 points below standard, improved by 3.8 points and now in Green.
- Science: Green (All Students) — 60.7 points above standard, improved by 2.4 points.
- Suspension Rate: Green (All Students) — continued overall improvement and low suspension rates.
- Local Indicators: Standard Met across Basics, Academic Standards implementation, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

These strengths provide evidence that district systems—particularly in core academic programming, standards implementation, and broad course access—are supporting positive outcomes for many students.

Implications for LCAP Implementation and Adjustments:

Based on the 2025 Dashboard and local data review, SGUSD will prioritize the following adjustments and areas of emphasis:

1. Strengthen English Learner progress and LTEL outcomes
    - Increase coherence and monitoring of designated and integrated ELD implementation across sites.
    - Expand progress monitoring cycles using Ellevation and ELPAC data.
    - Provide targeted supports for LTELs and students at risk of becoming LTELs.

2. Address subgroup gaps in College/Career readiness (especially SWD)
    - Strengthen counseling, pathway completion monitoring, and targeted supports for SWD and unduplicated pupils.
    - Expand access to CCI-qualifying opportunities and remove barriers to participation (fees, scheduling, prerequisite supports).

3. Continue reducing chronic absenteeism with targeted supports

- Maintain and deepen attendance intervention systems, with intensified supports for student groups experiencing the highest chronic absenteeism (including students experiencing homelessness).
- Align attendance supports with wellness and mental health services to address root causes.

4. Reduce disciplinary disproportionality
- Strengthen prevention and intervention systems (PBIS, restorative practices, anti-bullying, and behavior supports), with particular attention to LTELs, English Learners, and students experiencing homelessness.

Learning Recovery Emergency Block Grant (LREBG) :

San Gabriel Unified School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the 2026–27 LCAP year. SGUSD will continue to use these funds in 2026–27 to implement evidence-based learning recovery supports aligned to identified student needs, including academic intervention, progress monitoring, and expanded learning opportunities designed to address unfinished learning and re-engage students most impacted by the COVID-19 pandemic.

LREBG funds will support Goal 2, Action 2.1, TK–12 District-wide MTSS Tiered Intervention, and may continue to support allowable services during the remaining grant availability period, including 2027–28, as applicable. These services were selected based on SGUSD's LREBG needs assessment and review of Dashboard and local data indicating continuing need for academic recovery supports, particularly for English Learners, low-income students, foster youth, and students with persistent academic gaps.

SGUSD carried over $2,216,370 from 2024-2025 to 2025-2026.

In 2025-2026 all LREBG funds were used to support the actions and services of Goal 2, Action 1.

In 2026-2027 SGUSD will use unexpended and current school year allocation s of LREBG funds in Goal 2, Action 2.1 (TK–12 District-wide MTSS Tiered Intervention). This action is partially funded with LREBG funds and was selected because SGUSD's needs assessment and review of state and local data identified ongoing unfinished learning in English Language Arts and mathematics, especially for unduplicated pupils and other student groups with lower academic performance.

The Learning Recovery Emergency Block Grant (LREBG)* was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being. San Gabriel Unified School District has used LREBG funds to support LCAP Goal 2, Action 1. Please see LCAP Goal 2, Action 1 for a detailed explanation of data-informed services and actions. *This grant is sunsetting and SGUSD is working continue to create sustain funds for goal 2.1.

SGUSD LCAP Goal 2, Action 1 is aligned to the following stated purpose in the California Department of Education description of approved LREBG funding:
- "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as tutoring or other one-on-one or small group learning supports provided by certificated or classified staff."

- A comprehensive needs assessment conducted in winter of 2025 showed, through local street data, district level tools and high altitude state data that measurable student impact of LCAP 2.1 is positive, and trending up . As such, LREBG funding will continue to support this critical LCAP Goal.

LCAP 2.1.

This action aligns with allowable uses of LREBG funds because it supports accelerating learning recovery through implementation, expansion, and enhancement of evidence-based academic supports, including Tier I small-group intervention, Tier II targeted intervention, and progress monitoring. The action is expected to address identified student needs by increasing access to timely intervention, strengthening Tier 1 instruction, and improving academic outcomes as measured by CAASPP ELA, CAASPP Math, STAR Reading, STAR Math, and related progress monitoring data.

2023 California Dashboard (San Gabriel Unified) notable areas of sustained student success at the district- level include:

School/ District-wide	2023 CA Dashboard Blue and Green Indicators	District-level Subgroups with Blue and Green Indicators
SGUSD	English Language Arts 18.4 points above standard -2.8 change from 2022	English Language Arts Filipino, Asian White, and Two or More Races
SGUSD	N/A	Mathematics Asian Students, White Students, Two or More Races
SGUSD	Suspension Rate Maintained -0.2% change from 2022	Suspension Rate All English Learners, Socio-economically Disadvantaged, Students with Disabilities, Asian, White,Filipino Students, Hispanic
SGUSD	Graduation Rate Maintained -0.7%change from 2022	Graduation Rate All, English Learners, Asian

2023 Dashboard notable areas of sustained student success at the site-level include:

Coolidge Elementary	English Language Arts	English Language Arts

	11.2 points above standard	All, Socio-economically Disadvantaged, Asian
Coolidge Elementary	Mathematics 10.1 points above standard	Asian
Coolidge Elementary	Suspension Rate 0.4% suspended at least one day	Suspension Rate All, English Learners, Asian
McKinley Elementary	Socio Economically Disadvantaged (Green) 62.3%	Mathematics English Learners, Asian
McKinley Elementary	Suspension Rate 0.2% suspended at least one day	Suspension Rate All, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Hispanic, Asian
McKinley Elementary	N/A	Chronic Absenteeism Asian
Roosevelt Elementary	English Language Progress Indicator 52.5% making progress	All, English Learners
Roosevelt Elementary	N/A	English Language Arts Asian
Roosevelt Elementary	Suspension Rate 0% suspended at least one day	Suspension Rate All, English Learners, Socio-economically Disadvantaged, Students with Disabilities, Asian, Hispanic
Roosevelt Elementary	N/A	Chronic Absenteeism Asian
Washington Elementary	English Language Arts 24.6 points above standards	English Language Arts All, English Learners, Asian

Washington Elementary	Mathmetatics 11.6 points above standard	Mathmetatics Asian, English Learners
Washington Elementary	Suspension Rate 0.4% suspended at least one day	Suspension Rate All, Asian English Learners, Socio-economically Disadvantaged, English Learners, Hispanic, Students with Disabilities
Wilson Elementary	English Language Arts 22.7 points above standard	English Language Arts All, Asian
Wilson Elementary	Mathematics 21.4 points above standard	Mathematics All, Asian
Wilson Elementary	Suspension Rate 0% suspended at least one day	All, English Learners, Socio-economically Disadvantaged, Hispanic, Asian
Jefferson Middle	English Language Arts 32.2 points above standard	Suspension Rate Asian,Socio-economically Disadvantaged
Jefferson Middle	Mathematics 9.5 points above standard	Mathematics Asian
Jefferson Middle	Suspension Rate 3.8% suspended at least one day	Suspension Rate Hispanic, White, Asian
Jefferson Middle	N/A	Chronic Absenteeism Asian, Two or More Races
Gabrielino High	English Language Arts ELA 16.9% above standard	English Language Arts All, Asian

Gabrielino High	N/A	Mathematics Asian
Gabrielino High	Suspension Rate 2.7% suspended at least one day	Suspension Rate All, English Learners, Socio-economically Disadvantaged, Asian , Hispanic White, Two or More Races, Filipino
McKinley Elementary	Math 2.9 points below standard	Math SED, Asian, EL

2023 California Dashboard (San Gabriel Unified) notable areas of concern at the district level include:

District-wide	2023 CA Dashboard Red and Orange Indicators or Low (for status only)	2023 Dashboard Subgroups with Red and Orange	Technical Assistance Status 2023
Chronic Absenteeism (Red) 19.9% chronically absent	Chronic Absenteeism (Red) 19.9% chronically absent	All Students, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White (Red)	Differentiated Assistance for: Foster Youth Students with Disabilities
English Language Arts (Green for all students) 18.4 points above standard	English Language Arts (Green for all students) 18.4 points above standard	Students with Disabilities(Orange) English Learners (Orange)	Differentiated Assistance for: Students with Disabilities
Math (Yellow or all students) 12.1 points below standard	Math (Yellow or all students) 12.1points below standard	Students with Disabilities (Red) English Learners (Orange) , Hispanic (Orange) Socioeconomically Disadvantaged (Orange)	Differentiated Assistance for: Students with Disabilities
English Learner Progress Indicator (ELPI) All Students (Orange)	English Learner Progress Indicator (ELPI) All Students (Orange)	All Students (Orange) *Equity report not available for ELPI Declined 6.8%	

47.4% making progress towards English language proficiency	47.4% making progress towards English language proficiency		
Suspension Rate (Green for ALL students) 1.8% suspended at least one day	Suspension Rate (Green for all students) 1.8% suspended at least one day	Foster Youth (Red) Homeless (Orange)	Differentiated Assistance for: Foster Youth
Graduation Rate (Green for all students)		Graduation Rate Students with Disabilities (Orange)	

2023 Dashboard notable areas of concern at the school level include:
School Performance Table- lowest performance on state indicators by school

School	2023 CA Dashboard Red Indicator-School	CA Dashboard Subgroups	Technical Assistance Status 2023
Coolidge Elementary	Chronic Absenteeism	All Students (Red) English Learners (Red) Socio-economically Disadvantaged (Red) Students with Disabilities (Red) Hispanic Students (Red)	
McKinley Elementary	Chronic Absenteeism	All Students (Red) English Learners (Red) Socio-economically Disadvantaged (Red) Students with Disabilities (Red) Hispanic Students (Red)	
Roosevelt Elementary	Chronic Absenteeism	Students with Disabilities (Red) Hispanic Students (Red)	

Roosevelt Elementary	English Language Arts	Hispanic Students (Red)	
Washington Elementary	Chronic Absenteeism	All Students (Red) Socio-economically Disadvantaged (Red) Students with Disabilities (Red) Asian Students (Red) Hispanic Students (Red)	Additional Targeted Support and Improvement (ATSI)
Wilson Elementary	Chronic Absenteeism	All Students Socio-economically Disadvantaged Hispanic Students	Additional Targeted Support and Improvement (ATSI)
Wilson Elementary	English Learner Progress Indicator	All students and English Learners	
Jefferson Middle	English Language Arts	Students with Disabilities	
Jefferson Middle	Math	Students with Disabilities	
Gabrielino High	English Language Arts	English Learners and Students with Disabilities	
Gabrielino High	Math	English Learners, Students with Disabilities, and Hispanic Students	

Reflections: Technical Assistance

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

San Gabriel Unified embraces Technical Assistance (TA) as an opportunity to strengthen our systems, deepen equity, and accelerate outcomes for students who have historically been underserved. Rather than viewing TA as compliance, we see it as a partnership with Los Angeles County Office of Education (LACOE) and the California Collaborative for Educational Excellence (CCEE) that allows us to reflect, innovate, and reimagine how we support students.

Differentiated Assistance Eligibility- SGUSD was identified for Differentiated Assistance in 2023, 2024, and 2025 for the following student groups and indicators:

2023:
Foster Youth-CHR ABS/Suspension
Students With Disabilities (SWD)-Chronic Absenteeism/MATH/English Language Arts

2024:

Students With Disabilities (SWD)-College and Career Indicators/MATH/English Language Arts
Long-Term English Learners (LTELs)-Chronic Absenteeism/MATH/English Language Arts

2025:
Long-Term English Learners (LTELs): English Learner Progress Indicator (ELPI) and Suspension Rate

Differentiated Assistance and Technical Assistance (2023–2026):
From 2023–2026, San Gabriel Unified School District engaged in Differentiated Assistance and technical assistance in partnership with the Los Angeles County Office of Education (LACOE) and the California Collaborative for Educational Excellence (CCEE) to improve outcomes for identified student groups. This work focused on instructional coaching, data inquiry cycles, subgroup data analysis, organizational planning, and stronger progress monitoring systems.

Technical assistance included support for Equity Multiplier schools through instructional coaching and data inquiry cycles, along with bilingual family engagement strategies to address the needs of students experiencing homelessness and English learners. SGUSD also partnered with LACOE to analyze subgroup performance data, identify gaps in English Language Development program implementation, and strengthen alignment between Multi-Tiered Systems of Support (MTSS) and Tier 1 instruction to address chronic absenteeism, suspension, and academic performance in English language arts and mathematics. In addition, SGUSD worked with CCEE and LACOE to improve progress monitoring for the English Learner Progress Indicator (ELPI), College/Career Indicator (CCI), and chronic absenteeism.

As a result of this work, SGUSD has continued implementing several districtwide improvement strategies, including:

- Strengthening MTSS: aligning academic, behavioral, and social-emotional supports so students receive timely intervention, including targeted literacy and mathematics supports for students with disabilities.
- Expanding professional learning: providing ongoing training in Universal Design for Learning (UDL) and culturally responsive practices to strengthen inclusive Tier 1 instruction.
- Increasing student engagement supports: expanding mentorship, relationship-based supports, and family engagement strategies for foster youth, Long-Term English Learners, and students experiencing homelessness.
- Expanding college and career readiness opportunities: increasing access for students with disabilities to A–G coursework, dual enrollment, and career technical education pathways.

This support contributed to improvement in several Dashboard areas, including ELPI, chronic absenteeism, and graduation rate, while also helping the district identify where subgroup gaps persist. These findings informed the development of 2025–26 LCAP actions, including expanded English learner instructional coaching, additional family engagement support, and strengthened targeted reclassification efforts.

This work reflects SGUSD’s commitment to continuous improvement and to using data to guide systemwide action. Although Differentiated Assistance is triggered by the performance of specific student groups, the resulting improvements in instruction, intervention, and student support are intended to strengthen outcomes for all students.

The following 2026–27 LCAP goals and actions address San Gabriel Unified School District’s reasons for identification for Differentiated

Assistance:

1. LCAP Goal 2.1, TK-12 District-wide MTSS Tiered Intervention
2. LCAP Goal 2.2, MTSS Professional Learning Opportunities
3. LCAP Goal 2.4, TK-12 Language Acquisition Programs for all Learners
4. LCAP Goal 2.5, Improve 5th-12 grade Designated ELD Instruction for all Long Term English Learners (LTELs)
5. LCAP Goal 2.6, English Language Development for all Teachers
6. LCAP Goal 3.4, Improve Attendance Rates TK-8

San Gabriel Unified School District receives technical assistance from the Los Angeles County Office of Education (LACOE) for Differentiated Assistance. This assistance included data and program support, and professional development. SGUSD leaders participated in the 2nd Annual Convening is Empowering Education: Supporting Every Student's Journey. This training provided support for:

- Identifying student data gaps;
- Best practices tailored to close gaps and
- Strategies, tools, and supports to address student challenges;

Tools, strategies and data have been used to create learning opportunities and to inform data analysis in 2024-2025 and will continue to inform SGUSD LCAP work in 2025-2026.

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.

SGUSD has no CSI-eligible schools in 2026–27

Support for Identified Schools

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

SGUSD has no CSI-eligible schools in 2026–27

Monitoring and Evaluating Effectiveness

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

SGUSD has no CSI-eligible schools in 2026–27

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
Educational Advisory Committee (EAC) Serves as Parent Advisory Committee (PAC) for San Gabriel Unified School District	The Educational Advisory Committee (EAC) is the SGUSD parent advisory committee (PAC) charged with providing educational partner input on the LCAP. The EAC meets 4 times per school year to calibrate and contribute to: The SGUSD LCAP, Goals/ Metrics and Actions 1-5 The Equity Multiplier goals and actions- input The SGUSD Strategic Plan The SGUSD Portrait of a Graduate The SGUSD Vision for student success Educational Advisory Committee includes: parents/ guardians of unduplicated pupils, teachers, classified staff, administrators, principals, teachers, students, local bargaining unit representatives, and community partners. LCAP Feedback included: Support for alignment of the SGUSD Strategic Plan priorities in the LCAP Value of safe and supportive school communities The superintendent responded to EAC members' LCAP questions , in person (verbally), over Zoom, and in writing.

Educational Partner(s)	Process for Engagement
	EAC members had multiple opportunities to provide input on the LCAP and to submit input on data charts and on electronic feedback forms. Mandarin and Spanish language translation and interpretation services were provided to ensure accurate and inclusive communication about the LCAP.
Teachers and Classified Staff	English Learner Advisory Committee (ELAC) Teacher and Classified Staff Representatives Educational Advisory Committee (EAC) Teacher and Classified Staff Representatives District English Learner Advisory Committee (DELAC) Teachers and Classified Staff San Gabriel Unified School District (SGUSD) Cultivating Leadership Series Teacher and Classified Staff Participants Teachers and classified staff are at the forefront of delivering education and support services to students. Their feedback highlights challenges they face in the classroom or in their roles, professional development needs, and suggestions for improving curriculum and resources. Integrating their input into the SGUSD LCAP ensures that it reflects the realities of teaching, students needs, and support staff experiences. LCAP Feedback- included: Support for alignment of LCAP to Portrait of a Graduate Support for LCAP Goal 1. The community expressed substantial support for student health and wellness focused actions.
Principals and District-level Administrators	School Site Councils (SSC) Principals/ Assistant Principals English Learner Advisory Committee (ELAC) Principals/ Assistant Principals Educational Advisory Committee (EAC) Principals/ Assistant Principals District English Learner Advisory Committee (DELAC) San Gabriel Unified School District (SGUSD) SGUSD school administrators from all 8 schools provide insights and feedback into overarching and integrated strategic goals, resource

Educational Partner(s)	Process for Engagement
	allocation, and administrative challenges. Their input helps in crafting a realistic and effective plan to serve ALL students and that considers administrative areas of need and growth.
Community Members	San Gabriel Unified community members have served on the Educational Advisory Committee (EAC) and offer diverse perspectives on the broader societal needs and expectations of our educational system. Community members represent the diverse neighborhoods SGUSD serves. There are members from the Asian Youth Center, Kiwanis Club, Options for Learning, the San Gabriel Regional Occupational Center, local preschools and other community leaders. Their feedback can highlight community priorities, concerns, and potential partnerships or resources that can support the district's goals. Including community input in the development of the district LCAP. Their participation has fostered collaboration, strengthened community-school relationships, and strengthened programs such as our Extended Learning Opportunity Program (ELOP). LCAP Feedback- includes: Support for Strategic Plan and LCAP alignment
Local Bargaining Units of SGUSD	Educational Advisory Committee (EAC) Bargaining Unit Representatives SGUSD Union leadership has been actively engaged in the EAC process and members have represented the interests of SGUSD educators and staff.
Parents	School Site Councils (SSC) Parents/ Guardians English Learner Advisory Councils (ELAC) Parents/Guardians Educational Advisory Committee (EAC) Parent Representatives of Unduplicated Pupils District English Learner Advisory Committee (DELAC) Parent participation in SGUSD's Local Control and Accountability Plan (LCAP) process is vital for ensuring that the plan reflects the needs and priorities of the community leading to improved outcomes for all students. Parents and Guardians provide valuable perspectives on the effectiveness of school and district programs, parent engagement

Educational Partner(s)	Process for Engagement
	opportunities, and areas where they feel their children's educational experience can be enhanced. As members of the EAC, parents take part in the district's disaggregation of data processes and as shared decision makers are given the opportunity to ask questions. Parent input helps ensure that the SGUSD LCAP aligns with the expectations and aspirations of the community it serves.
Students	Superintendent's Student Advisory Committee (SSAC) Met on the following dates: • October 8, 2025 • November 12, 2025 • December 10, 2025 • January 7, 2026 (In Person) • February 11, 2026 • March 11, 2026 • May 27, 2026 School Site Council (SSC) Secondary Student Members Educational Advisory Committee (EAC) Student Members Students' input is vital as they are the primary beneficiaries of the SGUSD educational system. Their feedback includes insights on the quality of their education, availability of resources, extracurricular activities, access to Career Technical Education and Dual Enrollment courses, and areas needing improvement. This feedback has helped SGUSD to tailor the LCAP to address specific student needs, preferences, and concerns. Student LCAP Feedback- included: • Student-friendly Portrait of a Graduate • Input on the Portrait to Practice • EAC Student Panel and street data collection on March 13, 2026. Fish bowl interview lead by 2 leaders from LA County Office of Education, representing Equity and Access and Wellbeing and Belonging .
Equity Multiplier School (Del Mar High School) Educational Partners:	Del Mar High School students participated in the LCAP and Equity Multiplier engagement process through both the Educational Advisory

Educational Partner(s)	Process for Engagement
	Committee (EAC) and the School Site Council. Student representatives participated in the analysis of student instability rate data, and Del Mar students serving on the EAC completed a needs survey that was reviewed with the broader EAC membership. In addition, the school held its own School Site Council meeting onFebruary 11, 2026, to gather site-specific input on student needs and priorities. Teachers and administrators also participated in faculty meeting data analysis, program discussions, and brainstorming sessions, including a data dive facilitated by the Director of Student Support and the Director of Induction, State and Federal Programs. The Del Mar High School Community School Program Coordinator co-facilitated School Site Council agenda items related to Equity Multiplier planning, and the principal participated in planning sessions and Equity Multiplier data analysis meetings with Cabinet members, Educational Services leaders, teachers, and the District Social Worker to help inform site and district actions.
District English Learner Advisory Committee (DELAC)	Input English Learner (EL) Master Plan Examination of Reclassification criteria Examination of EL Parent's Needs Assessment Data Review and training on the CA Dashboard
Superintendent’s Student Advisory Committee (SSAC)	The Superintendent’s Student Advisory Committee met monthly throughout the 2025–26 development cycle to provide student input on district priorities, the Strategic Plan, the Portrait of a Graduate, and the LCAP. Meetings were held on Wednesdays from 3:00–4:00 p.m. on October 8, 2025; November 12, 2025; December 10, 2025; February 11, 2026; March 11, 2026; April 15, 2026; and May 13, 2026. There were two in-person full day meetings on January 7, 2026 and May 21, 2026. During these meetings, students participated in structured discussions and feedback activities designed to elevate student voice in district planning. The committee contributed to the development and refinement of the district’s six Portrait of a Graduate competencies: Creative Thinker, Communicator, Collaborator, Global Citizen, Empathic, and Resilient. Students provided input on how these competencies should be reflected in student learning experiences.

Educational Partner(s)	Process for Engagement
	The SSAC also provided feedback on the district's Strategic Plan and on the alignment of the LCAP with the Portrait of a Graduate. In addition, students contributed to the development of Portrait to Practice, helping define how the district's vision and LCAP priorities can be brought to life through classroom instruction, student supports, and the classroom design. Input from the Superintendent's Student Advisory Committee was reviewed and considered as part of the district's annual planning process and informed ongoing refinement of district goals, actions, and implementation efforts. Students also designed Portrait of a Graduate prototype classroom physical learning environments.
West San Gabriel Valley SELPA (WSGV SELPA)	The West San Gabriel Valley SELPA participated in the district's LCAP development process by engaging in ongoing consultation and collaboration around the needs of students with disabilities. SELPA representatives participated in the Educational Advisory Committee (EAC) and attended an LCAP feedback meeting held on May 15, 2026, via Zoom. Through these meetings, the SELPA provided input on district priorities, reviewed student performance data, and contributed to discussions regarding supports and outcomes for students with disabilities. The collaboration also included discussion of assessment data, including the performance of students with disabilities on the CAASPP, to help identify needs and inform district planning. In addition, the district and SELPA worked together around professional learning to strengthen instructional practices, improve access and support for students with disabilities, and align services with district goals and actions.
Student Survey Results:California Healthy Kids Survey (CHKS)	CHKS data used for LCAP metrics and to identify student trends and needs
Staff LCAP Survey- Administrators/Certificated/ Classified Employees	LCAP Survey data used for LCAP Metrics and to identify trends and needs Survey results on safety perception used in 2024-2027 LCAP metrics

Educational Partner(s)	Process for Engagement
LCAP Survey-Parents	LCAP Survey data used for LCAP Metrics and to identify student trends and needs Survey results on safety perception used in 2024-2027 LCAP metrics
Community Comments and Questions on LCAP Drafts	Collected at meetings and via paper, email, phone call, and digital feedback forms to inform collect feedback on LCAP drafts. The superintendent responded, in writing, to all written questions from community as well as the EAC (PAC) and the DELAC.

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

A Culture of Partnership

San Gabriel Unified School District engaged all statutorily required educational partners in the development of the LCAP through an ongoing and inclusive process that included teachers, principals, administrators, other school personnel, local bargaining units, parents, and students. Engagement occurred throughout the LCAP development timeline and included in-person and virtual meetings, advisory committee consultations, surveys, and written feedback opportunities. The Educational Advisory Committee served as the District's Parent Advisory Committee and included parents of unduplicated pupils, students, staff, administrators, and bargaining unit representatives. The District English Learner Advisory Committee provided targeted input on English learner needs, language access, and family engagement. The Superintendent presented the LCAP to all required advisory committees and provided written responses to comments received, in accordance with Education Code requirements. Written responses to advisory committee comments will be maintained and made available consistent with applicable Education Code requirements and local posting practices.

The District also consulted with the West San Gabriel Valley SELPA to ensure alignment of actions addressing the needs of students with disabilities. Additional input was gathered through site-level advisory groups, the Superintendent's Student Advisory Committee (SSAC), staff and parent surveys, and public comment opportunities. Translation and interpretation services were provided to support meaningful participation and access for multilingual families.

Educational partner feedback directly informed the refinement of LCAP goals, metrics, actions, and budget expenditures. Input influenced priorities related to academic supports, student wellness, instructional resources, multilingual communication, and family engagement, with particular attention to the needs of unduplicated pupils. Through this process, SGUSD ensured that the adopted LCAP reflects community priorities and demonstrates compliance with statutory engagement requirements while supporting equitable outcomes for all students.

At San Gabriel Unified, we believe authentic engagement with our educational partners is not an event but a culture. Families, students, staff, labor partners, and community organizations are essential voices in shaping our Local Control and Accountability Plan (LCAP). Their insights guide our priorities, affirm our strengths, and challenge us to confront areas where we must do better.

How Feedback Was Collected

SGUSD used both qualitative and quantitative methods to ensure broad representation of voices in the LCAP development process:

- Qualitative input was gathered through the Educational Advisory Committee (EAC), District English Learner Advisory Committee (DELAC), site-level advisory groups, and targeted community engagement meetings. These forums allowed for dialogue and deep listening that reflected the lived experiences of students and families.
- Quantitative input was gathered through surveys distributed to staff, teachers, students, and families. Surveys were available in multiple languages to ensure access, and the data provided clear trends and priorities across stakeholder groups.

Partner Feedback and Alignment to Goals/Actions

Educational partner feedback directly shaped the refinement of SGUSD's LCAP. The feedback SGUSD received was not simply recorded; it was woven into the development of goals, metrics, actions, and expenditures. Examples of how partner input influenced the LCAP include:

- Goal 1 (Equitable Access to Health & Wellness): Families and students expressed the need for expanded mental health supports and culturally responsive SEL programs. In response, SGUSD maintained counselor and increased counseling intern staffing ratios, added SEL supports at the Equity Multiplier school, and prioritized bilingual wellness workshops.
- Goal 2 (Champion Student Academic Growth): Teachers and labor partners emphasized the need for consistent Tier 1 strategies and clearer progress monitoring for ELs and LTELs. As a result, the district expanded MTSS professional development and refined EL progress metrics to include reclassification, ELPI, and subgroup performance on STAR/CAASPP.
- Goal 3 (Strengthen School & Community Connectedness): Students highlighted the importance of restorative practices and inclusive school climates. Based on this feedback, SGUSD began piloting restorative circles at elementary and secondary sites and embedded them as an action under Goal 3.
- Goal 4 (Future-Ready Teaching & Learning Environments): Staff and families requested more consistent technology access and support for future-ready skills. In response, SGUSD expanded device access, increased professional learning in instructional technology, and embedded Portrait of a Graduate competencies across TK–12.
- Goal 5 (Equity Multiplier – Del Mar HS): Parents and students at Del Mar HS identified the need for stronger academic supports and wellness access. Their feedback informed the creation and implementation of the Del Mar Wellness Center, access to credit recovery platforms, and targeted college and career pathway supports.

Building Trust and Accountability

The combination of qualitative and quantitative engagement affirmed that when partners see their input reflected in district priorities, trust grows. By explicitly linking feedback to LCAP goals and actions, SGUSD demonstrates that we are not only listening but also acting with transparency and accountability.

Looking Ahead:

Moving into 2026–2027, SGUSD will continue to elevate student and family voices as co-creators of solutions. Engagement will remain iterative and inclusive, with targeted outreach to families of unduplicated pupil groups (English Learners, low-income, and foster youth). Our goal is to ensure that every educational partner—from students to staff to families—sees themselves as an essential part of shaping the future we envision for all SGUSD students.

District Level LCAP Development and Collaboration Table - The “Who”, “What” and, “When” of LCAP Collaboration

Educational Advisory Committee* Meetings *(SGUSD Parent Advisory Committee)	Parents, Teachers, Students, Principals, and Community Partners and Administrators	October 24, 2025 January 16, 2026 March 13, 2026 May 15, 2026
District English Learner Advisory Committee (DELAC)	Parents of English Learners, Teachers, School Community Liaisons, Administrators, Principals	April 14, 2026 May 12, 2026
Superintendent’s Student Advisory Council (SSAC)	Students, Superintendent, Administrators	
LCAP Review and Feedback Meeting with West San Gabriel Valley Special Education Local Plan (SELPA) Representatives	SELPA Coordinator for Students with Disabilities	(EAC dates) October 24, 2025 January 16, 2026 March 13, 2026 May 15, 2026
LCAP Written Feedback from West San Gabriel Valley Special Education Local Plan (SELPA) Representatives	SELPA Coordinator for Students with Disabilities	May 28, 2026
Public Meeting of the Governing Board- LCAP Plan Presentation	Governing Board and School Community	June 9, 2026
Public Meeting of the Governing Board- LCFF Local Indicators Report	Governing Board and School Community	June 23, 2026
Public Meeting of the Governing Board- LCFF Budget Overview for Parents Report	Governing Board and School Community	June 9, 2026
Public Meeting of the Governing Board- LCFF Budget Report	Governing Board and School Community	June 9, 2026
Public Meeting of the Governing Board- LCAP, Budget, and Budget Overview for Parents Adoption	Governing Board and School Community	June 23, 2026

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Equitable Access to Health and Wellness for All: Goal 1 is a Broad Goal focused on improving equitable access to health, wellness, and supportive learning environments for all students. Through social-emotional learning, mental health services, physical wellness supports, progress monitoring, and community partnerships, SGUSD aims to strengthen student safety, connectedness, and readiness to learn. This goal is aligned to the district's Portrait of a Graduate and was developed based on educational partner input and analysis of local data, including California Healthy Kids Survey results, suspension and expulsion data, and parent and staff feedback. Progress will be measured through state and local indicators related to school climate, engagement, safety, and student wellness.	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.

San Gabriel Unified School District is committed to creating and maintaining learning environments that are safe, welcoming, and responsive to the academic, social, emotional, and physical needs of all students. SGUSD recognizes that health and wellness are essential conditions for learning and that students are most successful when they feel safe, connected, and supported. Goal 1 reflects the district's commitment to nurturing the whole child by strengthening mental health supports, promoting social-emotional learning, maintaining positive school climates, and ensuring access to physical health and wellness services across the district.

This goal is aligned with SGUSD's Portrait of a Graduate, which emphasizes the development of students who are Empathic, Resilient, Communicators, Collaborators, Global Citizens, and Creative Thinkers. SGUSD believes that healthy learning environments are foundational to helping students build these competencies and fully engage in school. Wellness is not separate from academic success; rather, it is deeply connected to attendance, belonging, engagement, behavior, and readiness to learn.

SGUSD's 2023 Dashboard and local data confirm the importance of this goal. In 2023, the district's Chronic Absenteeism Rate was at the Red performance level at 19.9%, indicating that too many students were missing substantial amounts of instruction. Local survey data further reinforced the need for this goal. SGUSD parent, staff, and student feedback identified areas for improvement related to school safety, school connectedness, and awareness of social-emotional supports. These findings, together with Dashboard data, underscored the importance of maintaining and strengthening a districtwide system of care that addresses root causes of absenteeism, disengagement, and behavioral challenges.

In response, SGUSD is committed to strengthening and sustaining a coordinated system of supports that includes basic needs assistance for students experiencing homelessness and foster youth, school-based mental health services, social-emotional learning, physical health services, and positive school climate practices such as PBIS, restorative practices, anti-bullying education, and prevention programming. The district is also investing in staff capacity to identify and respond to student needs, improving coordination across departments, and building partnerships with families and community agencies to broaden access to supports.

SGUSD's commitment extends beyond immediate intervention. The district will continue to monitor the effectiveness of these actions through Dashboard indicators, local survey results, attendance data, discipline data, and other measures of school climate and connectedness. By addressing student wellness through a multi-tiered and equity-focused approach, SGUSD aims to ensure that all students and especially those experiencing the greatest barriers have access to the healthy, supportive learning environments they need to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Healthy Kids Survey (CHKS) Student Survey Response to Questions: Percent of secondary students who report positive school safety.	Baseline 2024 CHKS 1.1 Secondary Students Reporting School Safety ALL (63%) EL (60%) SWD (48%)	Year 1 Outcome 2024-25 CHKS 1.1 Secondary Students Reporting School Safety ALL (63%) EL (60%) SWD (60%)	Year 2 Outcome 2025-26 CHKS 1.1 Secondary Students Reporting School Safety ALL (68%) EL (69%) SWD (76%)	Target for Year 3 Outcome CHKS 1.1 Secondary Students Reporting School Safety: 5% increase target by subgroup: ALL (73%) EL (74%) SWD (57%)	Current Difference from 2024 Baseline: ALL: 5% increase EL: 9% increase SWD:28% increase
1.2	California Healthy Kids Survey (CHKS) Student Survey Student Survey Response to Questions: Percent of elementary students who report positive school safety	Baseline 2024 CHKS 1.2 Elementary Students Reporting School Safety ALL students: (63%) Not possible to disaggregate Elem CHKS	Year 1 Outcome 2024-25 CHKS 1.2 Elementary Students Reporting School Safety ALL students: (84%)	Year 2 Outcome 2025-26 CHKS 1.2 Elementary Students Reporting School Safety ALL students: (84%)	Target for Year 3 Outcome ALL (89%) increase	Current Difference from 2024 Baseline: Elementary Students Reporting School Safety ALL: 21% increase Not possible to disaggregate Elem CHKS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Not possible to disaggregate Elem CHKS	Not possible to disaggregate Elem CHKS		
1.3	California Healthy Kids Survey (CHKS) Student Survey Percent of secondary students who report school connectedness	Baseline 2024 CHKS 1.3 Secondary students who report school connectedness ALL: (57%)	Year 1 Outcome 2024-25 CHKS 1.3 Secondary students who report school connectedness ALL: (57%)	Year 2 Outcome 2025-26 CHKS 1.3 Secondary students who report school connectedness ALL (61%)	Target for Year 3 Outcome CHKS 1.3 Secondary students who report school connectedness 5% increase target by subgroup: SWD (63%)	Current Difference from 2024 Baseline: Secondary students who report school connectedness ALL: 4% increase
1.4	California Healthy Kids Survey (CHKS) Percent of UDP elementary students who report school connectedness Metric will be retired	Baseline Fall 2024 Outcome to be determined in 2025	Year 1 Outcome 2024-25 CHKS Elementary - no disaggregation of sub-groups, given reliant upon self-reporting by students.	Year 2 Outcome 2025-26 CHKS Elementary - no disaggregation of sub-groups, given reliant upon self-reporting by students.	Target for Year 3 Outcome CHKS Elementary - no disaggregation of sub-groups, given reliant upon self-reporting by students.	Current Difference from Baseline N/A Metric retired. Data can not be disaggregated in the manner indicated.
1.5	SGUSD Parent Survey	Baseline In 2024-25 the CHKS Parent Survey will begin to be administered. Responses to the Safety and School Climate sections will be utilized to create a baseline. Not yet implemented	Year 1 Outcome 2024-25 29% of Parents surveyed will agree or strongly agree that SGUSD schools are safe	Year 2 Outcome 2025-26 SGUSD Parent Survey Data indicate that 45% of parents agree or strongly agree that SGUSD schools are safe.	Target for Year 3 Outcome 60% or more of Parents surveyed will agree or strongly agree that SGUSD schools are safe	Current Difference from 2024 Baseline: +16% increase (baseline established in 2024-25 SY)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	SGUSD Staff Survey: Safety	Baseline Fall 2024-25 the CHKS Staff Survey will be administered.	Year 1 Outcome 2024-25 24% of Staff surveyed will agree or strongly agree that SGUSD schools are safe	Year 2 Outcome 2025-26 SGUSD STAFF Survey Data indicate that 75% of staff strongly agree they feel safe at work	Target for Year 3 Outcome 60% or more of Staff surveyed will agree or strongly agree there is a healthy school climate 60% or more of Staff surveyed will agree or strongly agree they feel SGUSD schools are safe.	Current Difference from 2024 Baseline: + 51% (baseline established in 2024-25 SY)
1.7	TK-5 Classrooms with regularly scheduled SEL (Social-Emotional Learning)	Baseline 2024 0 % All TK- 5 classrooms have daily schedule that consistently includes SEL Not yet implemented	Year 1 Outcome 2024-25 As of January 2025 80% of elementary school classrooms implement daily SEL	Year 2 Outcome 2025-26 As of January 2026 15% of elementary school classrooms implement daily SEL	Target for Year 3 Outcome 100% of TK-5 classrooms have a daily schedule that includes SEL	Current Difference from 2024 Baseline: +15% increase in TK-5 classrooms have a daily schedule that includes SEL
1.8	Number of incidents of student suspensions (Aeries data source)	Baseline 2023-24 (98) incidents of suspension in grades 6-12	Year 1 Outcome 2024-25 As of January 2025, (24) instances of suspension for the 2024-25 school year.	Year 2 Outcome 2025-26 As of January 2026, (28) instances of suspension for the 2025-26 school year.	Target for Year 3 Outcome 25% decrease in the number of incidents of student suspensions	Current Difference from 2024 Baseline: -70 incidents
1.9	Number of Students Recommended for Expulsions (Aeries data source)	Baseline 2023-24 (8) students were recommended for expulsion	Year 1 Outcome 2024-25 As of January 2025 (2) students	Year 2 Outcome 2025-26 As of January 2026 (1) student	Target for Year 3 Outcome	Current Difference from 2024 Baseline: (-7 expulsions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were recommended for expulsion	was recommended for expulsion.	0 students recommended for expulsion.	
1.10	Percent of SED students identified / referred to counseling services, free of charge	Baseline 2022-23 60% of SED students referred to counseling services	Year 1 Outcome 2023-24 As of January 2025 63% of SED students referred to counseling services	Year 2 Outcome 2024-25 65% of SED students referred to counseling services	Target for Year 3 Outcome Percent of SED students identified / referred to counseling services, free of charge, increased by 5%.	Current Difference from 2024 Baseline: +5%
1.11	SGUSD Staff Survey: Connectedness	Baseline to be determined in 2024-25 when the CHKS Staff Survey will be administered.	Year 1 Outcome 2024-25 CHKS Survey Data for Strengthen School and Community connectedness indicated that (24%) of those who participated felt a culture of connectedness.	Year 2 Outcome 2025-2026 SGUSD STAFF Survey Data for Strengthen School and Community connectedness indicated that (83%) of those who participated felt a culture of connectedness. (CHKS was not used to gather this survey data. An LEA survey was used to collect this data)	Target for Year 3 Outcome Increase by 2%	Current Difference from Baseline + 59% increase of those who participated felt a culture of connectedness (metric changed for 2025-26)

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.

Overall implementation (2025–26):

During 2025-26, SGUSD implemented Goal 1 through a coordinated, MTSS-aligned approach that integrates basic needs supports, mental health/SEL supports, physical health services, and positive school climate systems. Implementation has been strongest in areas where services are delivered through established staffing structures (e.g., Student Services/counseling case management; health clerks/nurses). Areas requiring classroom-level consistency (e.g., daily TK–5 SEL scheduling and consistent implementation of climate/culture practices across sites) showed uneven implementation and are the primary improvement focus for the 2026-2027 school year.

Implementation is supported by multiple measures of effectiveness and monitoring including CHKS (student), local parent/staff survey results, and Aeries discipline and referral data. The data show evidence of improved perceptions of safety and belonging (CHKS secondary safety results exceeding targets for All/EL/SWD) and reduced discipline events compared to the prior year baseline, while also showing the need to strengthen fidelity of SEL implementation and targeted supports for student groups experiencing disproportionality.

Action 1.1 - Equitable Access to Basic Needs for Students Experiencing Homelessness and Foster Youth (Contributing; Fully Implemented)
SGUSD fully implemented this action through districtwide case management and coordination led by the Director of Student Services (McKinney-Vento Liaison), in collaboration with the Licensed Clinical Social Worker, school counselors, Wellness Coordinators, the CWA school counselor, and outside agencies. Services have included coordination of transportation, instructional materials/supplies, educational technology support, social-emotional supports, and connection to community resources.
Implementation success: Strong cross-department coordination and individualized support designed around family needs to promote attendance and engagement.

Action 1.2 -Social and Emotional Health Support (Contributing; Partially Implemented)
SGUSD partially implemented the MTSS-aligned mental health/SEL system. Wayfinder has been implemented to varying degrees K–12, with teachers and counselors using lessons aligned to student SEL/mental health needs. School counselors continue to partner with classroom teachers to deliver lessons, including those supporting compliance requirements and addressing identified issues.

Implementation challenge: The primary gap is inconsistent classroom-level implementation, reflected in Metric 1.7 (daily TK–5 SEL scheduling) remaining low at mid-year.

Action 1.3 - Physical Health Support (Non-Contributing; Fully Implemented)
SGUSD fully implemented physical health supports by coordinating services across sites through health clerks, school nurses, and site-based collaboration. Coordinated safety training is ongoing. Available CHKS and local parent/staff survey results indicate improved perceptions of safety and physical well-being.
Implementation success: Consistent staffing-based delivery and continued alignment of health services and safety protocols.

Action 1.4 — Positive Climate and Culture (Contributing; Partially Implemented)
SGUSD partially implemented districtwide climate and culture systems including TK–12 PBIS, restorative practices, anti-bullying interventions, and substance abuse prevention/anti-vaping education. Metrics indicate the district is sustaining low overall suspension levels and improving perceptions of safety and belonging, while continuing to focus on disproportionality for student groups that experience higher rates of discipline and disengagement.
Implementation success: Districtwide systems are in place and showing positive signals in survey data and discipline trends; continued work is needed to strengthen consistency and targeted supports.

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.

All Goal 1 actions were implemented within budget. There were no material differences.

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

Action 1.1 – Equitable Access to Basic Needs for Students Experiencing Homelessness and Foster Youth
Effective

This action was effective in maintaining individualized supports for students experiencing homelessness and foster youth by reducing barriers to school access, stability, and engagement. Districtwide and subgroup attendance data indicate improvement in chronic absenteeism for several high-need groups. In local Aeries data for K–8, chronic absenteeism for foster youth improved from 25% in April 2024 to 8.3% in 2025–26 mid-year, a reduction of 16.7 percentage points. In the 2025 Dashboard, chronic absenteeism for all students improved from 19.9% in 2023 to approximately 12%, reflecting broader district progress in attendance systems. Although dashboard data for students experiencing homelessness are partially suppressed in some places, local and dashboard evidence continues to identify this group as high need, supporting continued implementation of targeted case management, transportation coordination, and referrals to community resources.

Dashboard Suspension data show less conclusive outcomes in regard to the impact of 1.1 on on suspension rates for SED and EL pupils..

- The 2025 Dashboard Suspension Rate was Green in 2025 for all students.
- The 2025 Dashboard Suspension Rate for FY was Blue/ declined .9%.
- The 2025 Dashboard Suspension rate for SED was green (decreased 1.7%) .
- The 2025 Dashboard Suspension rate for Homeless Youth was orange (increased 1.8%).The 2025 Dashboard Suspension rate for English Learners was orange (increased .5%).

CHKS surveys suggest that the majority of students (68%(report feeling there is a positive school climate.)

Action 1.2 – Social and Emotional Health Support
Partially Effective

- Low suspension rates also imply posive school climate.

This action was partially effective in improving access to mental health and social-emotional supports, particularly for low-income students, but implementation was limited by inconsistent Tier 1 SEL delivery. The district maintained access to counseling and school-based mental health referrals for socioeconomically disadvantaged students, with Metric 1.10 showing 60% identified/referred in the baseline year and ongoing service access in 2025–26. Student perception data show improvement in school safety, suggesting positive conditions associated with expanded mental health and wellness supports. Secondary CHKS safety results improved from the 2024 baseline of 63% for all students, 60% for English learners, and 48% for students with disabilities to 68% for all students, 69% for English learners, and 76% for students with disabilities in 2025–26. However, Metric 1.7 indicates that only 15% of TK–5 classrooms had regular SEL scheduling in January 2026, compared with the year 1 level of 80%, showing that universal implementation was not yet consistent enough to fully achieve the action's intended impact.

Low Income

Action 1.3 – Physical Health Support
Effective

This action was effective in maintaining safe and healthy school environments through coordinated health services and safety preparedness. Student safety perception data improved significantly. Elementary students reporting school safety increased from 63% in 2024 to 84% in 2025–26, a gain of 21 percentage points. Secondary student safety also improved, with all students increasing from 63% to 68%. These results, together with continued site-based health supports through nurses and health clerks, indicate that the district maintained the foundational health and safety systems necessary to support learning.

Action 1.4 – Positive Climate and Culture
Partially Effective

This action was partially effective in improving school climate and reducing exclusionary discipline, with stronger results for some student groups than others. District discipline data show improvement from baseline: the number of suspension incidents in grades 6–12 declined from 98 in 2023–24 to 28 as of January 2026, and students recommended for expulsion declined from 8 in 2023–24 to 1 as of January 2026. Student perception data also improved. Secondary school safety increased from 63% to 68% for all students and from 60% to 69% for English learners. However, the 2025 Dashboard continued to show subgroup concerns in suspension, including Long-Term English Learners at Red and other student groups, including English Learners and students experiencing homelessness, at elevated levels. This indicates that while districtwide climate systems are producing positive results overall, implementation and targeted supports need to be strengthened to more fully improve outcomes for unduplicated pupils. (See Suspension data results from 2025 Dashboard above.)

Changes to metrics (noted below) are intended to improve the access to street -level data, and provide insight into the needs of priority subgroups with low n-size, such as FY and HY.

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.

Relevant Changes to Note:

Based on 2025-2026 LCAP implementation and outcome evidence, SGUSD will maintain Goal 1 and make the following refinements and incorporate into the 2026–27 planning cycle as applicable:

- Update populations served in action 1.1 to be Low icome (LI) and Foster Youth (FY).

-Update Actions 1.2 1.4 and 1.5by removing Foster Youth from the action due to limited data sets.

- Update metrics to monitror for 1.1 by removing Metric 1.8.

Strengthen Tier 1 SEL implementation expectations (Action 1.2)

- Establish clear minimum expectations for TK–5 daily SEL scheduling (minutes/frequency) and define acceptable delivery models (teacher-led, counselor-supported, integrated routines).
- Implement a simple monitoring tool (e.g., monthly classroom schedule verification + brief implementation checks) to improve fidelity.
- Provide targeted coaching/support to sites/grade levels with the lowest implementation to accelerate progress toward the 100% target.

Clarify and align survey metrics and administration language (Goal 1 metrics 1.4–1.6, 1.11).

- Ensure the LCAP metric descriptions match actual survey instruments used (CHKS vs. local survey) and clarify disaggregation limitations where applicable (e.g., elementary connectedness).
- Maintain CHKS student safety/connectedness measures and continue local parent/staff survey administration with consistent reporting categories year over year.

Increase precision in counseling referral metric definition (Metric 1.10).

- Confirm the operational definition for “identified/referred to counseling services free of charge” and ensure the metric is reported as a percentage with a clear numerator/denominator.
- Continue improving referral pathways for SED students and ensure services are accessible and tracked consistently across sites.

- Goal Description: Language was strengthened to align better with the Goal Actions 1.

- Action1-1.4:Revised the action language to provide greater specificity regarding services and supports for all students.

1.1 Action Title Changed.

Metrics:

- 1.3: Removed student groups and kept consistent with All Students data.

- 1.4: Metric was retired and will no longer be used to determine effectiveness.

- 1.5, 1.6, 1.11: California Healthy Kids Survey (CHKS) Parent Survey, Staff Survey was replaced with SGUSD Parent Survey and SGUSD Staff Survey.

Goal 1 CHKS safety/connectedness measures (Metrics 1.1–1.3) as supplemental indicators of student belonging and school connection, where reporting is available and appropriate.

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	Equitable Access to Basic Needs for Students Experiencing Homelessness	Action 1.1 — Equitable Access to Basic Needs for Low income and and Homeless Youth The Director of Student Services (District McKinney-Vento Liaison) will coordinate and monitor direct services and individualized case management to reduce barriers to school stability, attendance, and engagement. Services will include timely access to: • Transportation and school stability supports (including coordination across school sites to maintain enrollment and minimize disruption) • Instructional materials, supplies, and fees needed for full participation in school programs and activities • Educational technology access and support as needed to ensure students can participate in learning • Social-emotional and mental health referrals, including coordination with school counselors, wellness staff, and community providers • Connections to community-based resources (e.g., housing, food, medical care, counseling, and legal/advocacy supports) This action increases and improves services because it provides targeted, coordinated supports that address the unique needs of foster youth—needs that are strongly associated with higher rates of chronic absenteeism, disengagement, and discipline involvement when unmet. The 2025 CA Dashboard indicates SGUSD has improved overall chronic absenteeism; however, subgroup data show that foster youth continue to	$195,947.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experience elevated chronic absenteeism, reinforcing the need for sustained, individualized supports that address root causes and improve school stability. Effectiveness will be monitored using: • Goal 3, Metric 3.1 (CA Dashboard Chronic Absenteeism) and Goal 3, Metric 3.2 (Aeries Chronic Absenteeism) for Foster Youth (as available and not suppressed) • Goal 1 CHKS safety/connectedness measures (Metrics 1.1–1.3) as supplemental indicators of student belonging and school connection, where reporting is available and appropriate.		
1.2	Social and Emotional Health Support	Student Services will coordinate and continuously improve an MTSS-aligned social-emotional learning (SEL) and school-based mental health system that uses quantitative and qualitative data, including CHKS results, local survey data, attendance and discipline indicators, and counseling referral and participation data, to implement targeted Tier 2 and Tier 3 interventions for students with the greatest need. Supports will include: • Counseling and wellness spaces, as available by site, to provide accessible, student-centered supports • Universal SEL curriculum and/or lessons, such as Wayfinder, to build student skills in self-management, relationship-building, and help-seeking behaviors • Mental health screeners and referral pathways, as applicable, to identify students needing additional support and connect them to services in a timely manner • Coordination of direct services through school counselors, wellness staff, and contracted mental health providers to deliver individual counseling and group interventions, including supports responsive to trauma, stress, and school connectedness needs This action is principally directed toward low-income students and English learners because these unduplicated student groups are disproportionately impacted by trauma, stress, instability, and barriers to school connection that can contribute to chronic absenteeism, disengagement, and discipline involvement. Students experiencing instability often require stronger	$2,223,362.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access to relationship-based supports and mental health services. English learners may also experience additional barriers to connectedness and access when social-emotional and wellness supports are not responsive to language and cultural needs. The 2025 CA Dashboard indicates SGUSD has maintained overall low suspension rates (Green) and improved chronic absenteeism (Yellow for All Students); however, subgroup patterns, including elevated chronic absenteeism for students experiencing homelessness and higher suspension rates for LTELs and other student groups, reinforce the need to strengthen prevention and intervention systems that improve student connection to school and reduce barriers to participation. In addition to the universal Tier 1 supports available to all students, this action increases and improves services for low-income students and English learners by expanding access to targeted counseling, wellness referrals, and Tier 2 and Tier 3 school-based mental health interventions designed to address their identified needs. Progress and implementation considerations (2025–26): SGUSD expanded and coordinated Tier 2 and Tier 3 supports and referral pathways; however, consistent Tier 1 SEL implementation, particularly at the TK–5 level, remains an identified area for improvement. Strengthening implementation fidelity of universal SEL is necessary to ensure all students receive consistent skill-building and that targeted supports remain available for students with the greatest need. Effectiveness will be monitored using: • Goal 1, Metric 1.7 (TK–5 classrooms with regularly scheduled SEL) to monitor Tier 1 implementation fidelity • Goal 1, Metric 1.10 (percent of students identified/referred for counseling services free of charge, with subgroup review for low-income students and other unduplicated pupils as available) to monitor access to Tier 2 and Tier 3 supports • Goal 1, Metrics 1.1 and 1.3, as applicable, related to student perceptions of safety and connectedness		

Action #	Title	Description	Total Funds	Contributing
		• Supplemental monitoring, if available, including Aeries attendance and suspension trends for low-income students and English learners receiving Tier 2 and Tier 3 supports Based on Elementary Teacher Active User data in the Wayfinder Dashboard in 2024–25, 25% of TK–5 classrooms had regularly scheduled social-emotional learning time. In 2024–25, SGUSD achieved a 100% successful referral rate to School-Based Mental Health (SBMH) services, with no students seeking mental health support denied access to services.		
1.3	Physical Health Support	Educational Services, in collaboration with site principals, will coordinate and monitor physical health supports and safety preparedness across all school sites to ensure students have access to timely health services and learn in safe, healthy environments. This action includes: • Coordinating site-based health services through health clerks and school nurses to support students with medical needs, respond to health-related concerns, and strengthen student readiness to learn • Implementing and reinforcing coordinated safety training and protocol alignment for school sites and the District office (e.g., emergency response procedures, health and safety protocols, and site-level preparedness practices) • Collaborating with site teams to ensure consistent implementation of health and safety procedures and to address emerging needs throughout the year Progress and implementation considerations (2025–26): The 2025 CA Dashboard reflects SGUSD's continued strength in school climate indicators at the district level, including a Green Suspension Rate for All Students, alongside improved student engagement outcomes such as reduced chronic absenteeism. While suspension and attendance are influenced by multiple factors, these results—together with local survey data—support the importance of maintaining coordinated physical health supports and consistent safety protocols as foundational conditions for learning.	$1,074,255.00	No

Action #	Title	Description	Total Funds	Contributing
		Effectiveness will be monitored using: • Goal 1, Metrics 1.1–1.3 (CHKS student safety and connectedness) to monitor student perceptions of safety and belonging • Goal 1, Metrics 1.5–1.6 and/or 1.11 (SGUSD parent and staff survey measures of safety and connectedness, as administered) to monitor adult perceptions of school safety and climate • Supplemental monitoring (recommended, if available): site health office utilization trends and safety training completion logs to verify implementation consistency across sites.		
1.4	Positive Climate and Culture	Action 1.4 Positive Climate and Culture (PBIS, Restorative Practices, and Prevention Education) The Director of Student Support will facilitate and monitor the ongoing development of a positive, inclusive school climate and culture through districtwide implementation and continuous improvement of: • TK–12 PBIS systems, including clear Tier 1 behavior expectations and Tier 2/3 behavior supports • Restorative practices, including restorative conversations/circles and relationship-based conflict resolution strategies, as implemented by site • Anti-bullying prevention and response practices, including student education and consistent reporting/response procedures • Substance abuse prevention education, including anti-vaping education and intervention supports This action increases and improves services for unduplicated pupils by strengthening prevention and intervention systems that reduce exclusionary discipline and increase students' sense of belonging and safety, conditions that disproportionately affect English Learners, low-income students, Long-Term English Learners, and students experiencing homelessness. The 2025 CA Dashboard shows that SGUSD maintained a Green Suspension Rate for All Students (1.4%), reflecting continued districtwide strength in overall school climate. However, the 2025 Dashboard also	$249,372.00	Yes

Action #	Title	Description	Total Funds	Contributing
		indicates continued subgroup concerns, including higher suspension outcomes for Long-Term English Learners and elevated suspension outcomes for other identified student groups (e.g., English Learners and students experiencing homelessness). These patterns reinforce the need to sustain and deepen consistent implementation of PBIS, restorative practices, and prevention supports across sites. This action was informed by 2023 CA Dashboard indicators, including districtwide Suspension Rate and disproportionality for and continues to be refined based on 2025 Dashboard subgroup patterns and local discipline and engagement data. Progress and implementation considerations (2025–26): SGUSD continued implementation of PBIS and restorative practices with an emphasis on strengthening consistency across sites and ensuring Tier 1 expectations and Tier 2/3 supports are implemented with fidelity. Ongoing monitoring is focused on reducing disproportionality and ensuring that prevention and intervention practices result in improved engagement outcomes for student groups most impacted. Effectiveness will be monitored using: • Goal 1, Metric 1.8 (incidents of suspensions, Aeries) to monitor discipline trends over time and by student group where available • Goal 1, Metric 1.9 (students recommended for expulsions, Aeries) to monitor the most serious discipline outcomes and the effectiveness of prevention/intervention systems • Goal 1, Metrics 1.1–1.3 (CHKS safety and connectedness) to monitor student perceptions of safety, belonging, and school connectedness • Goal 3, Metrics 3.1 and/or 3.2 (Chronic Absenteeism – Dashboard/Aeries) to monitor engagement impacts, since school connectedness and climate are closely linked to attendance		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Champion Student Academic Growth: Goal 2 is a Broad Goal focused on championing student growth through improving academic achievement and equitable access to rigorous learning opportunities for all students, with targeted attention to English learners, low-income students, foster youth, Long-Term English Learners, and students with disabilities.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Within San Gabriel Unified School District, Goal 2, Champion Student Academic Growth, goes beyond measuring academic performance alone; it reflects the district's commitment to ensuring that every student develops the knowledge, skills, and confidence needed to thrive in school and beyond. This goal is grounded in SGUSD's belief that academic growth in English language arts, mathematics, science, and language development is essential not only for school success, but also for preparing students to communicate effectively, think critically, solve problems, and contribute meaningfully to their communities and the world.

This goal is closely aligned with SGUSD's Portrait of a Graduate, which calls on schools to cultivate students who are Creative Thinkers, Communicators, Collaborators, Global Citizens, Empathic, and Resilient. Academic growth is not viewed in isolation; rather, it is part of a broader effort to ensure students are equipped with the habits of mind and competencies necessary for college, career, civic life, and future readiness. Through rigorous, inclusive, and engaging learning experiences, SGUSD seeks to ensure that all students benefit from an educational program that develops both strong academic foundations and the capacity to apply their learning in authentic and purposeful ways.

SGUSD supports this goal through a combination of targeted interventions, expanded learning opportunities, professional learning for staff, and access to programs that meet diverse student needs and interests. These efforts include districtwide MTSS systems, English Learner supports, Designated ELD for Long-Term English Learners, college and career readiness supports, dual enrollment opportunities, career technical education pathways, Visual and Performing Arts, STEAM learning, and Expanded Learning Opportunities Program services. Together, these actions are intended to create responsive and equitable learning experiences that support both acceleration and enrichment.

This goal also reflects SGUSD's commitment to ensuring that students with the greatest needs receive the support necessary to make meaningful academic progress. Based on Dashboard and local data, the district recognizes the continued need to improve outcomes for English Learners, Long-Term English Learners, low-income students, foster youth, and students with disabilities, particularly in English language arts, mathematics, English Learner Progress, reclassification, and college and career readiness. SGUSD's approach combines

broad academic improvement efforts with targeted supports for student groups experiencing persistent disparities, reinforcing the district's commitment to equity and continuous improvement.

In advancing Goal 2, SGUSD affirms that academic achievement is foundational to student empowerment. By strengthening learning conditions, expanding access, and aligning instruction and support systems to student need, the district aims to prepare every student not only for academic success, but also for meaningful participation in college, career, and community life.

This goal was also developed in response to 2023 Dashboard and local data showing that several student groups were performing two levels below districtwide expectations in key academic areas. In English language arts and mathematics, English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities demonstrated significantly lower performance than their peers, with students with disabilities showing the most significant gaps, including performance at the Red level in mathematics and Orange in English language arts. In addition, 2023 Dashboard data identified continued concern in English Learner Progress, where the district's English Learner Progress Indicator (ELPI) was Orange, and local and state data reflected the need for stronger support for Long-Term English Learners. These results reinforced the need for a broad academic goal that addresses both overall student growth and targeted intervention for student groups experiencing the greatest disparities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STAR Reading 6-12 Baseline will be determined in Fall 2024 Metric Retired in 2025-2026	Baseline Fall 2024 % at or above grade level ALL: 73% EL: 11.86% SED:62.82% FY: 0% Hisp: 62% SWD: 37%	Year 1 Outcome Spring 2025 % at or above grade level ALL: 73% EL: 16.05% SED: 63.82% FY: 20% Hisp:62% SWD: 31%	Year 2 Outcome Fall 2025 At or above grade level All: 70.94% EL: 5.4% FY: 60% SED 64% Hisp: 50% SWD: 19%	Target for Year 3 Outcome Fall 2026 ALL: 79 % EL: increase 6% SED: increase 6% FY: increase 6% Hisp: increase 6% SWD: increase 6%	Current Difference from Baseline Metric Retired in 2025-2026 Difference from Baseline: % at or above grade level on STAR Reading Difference for ALL: -2.06% decline Difference for EL: -6.46 % decline Difference for Hisp: -12 % decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Difference for SWD: -18 % decline
2.2	California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) Dashboard	Baseline 2023 ELA DFS All: +18.4 EL: - 35.1 SED: -1.8 FY: No performance data SWD: -88.2 HI: -30.5	Year 1 Outcome 2024 ELA DFS All: +18.42 EL: - 40.4 SED: -0.2 FY: No performance data SWD: -90.1 HI: -29	Year 2 Outcome 2025 ELA DFS All: +18.3 EL: -37.5 FY: no performance data SED: -2 SWD: -80.9 HI: -23.6	Target for Year 3 Outcome 2026 ELA DFS All: +24.4 EL: -19.1 SED: +16 SWD: -60 HI: -21.5	Current Difference from Baseline 2025 ELA DFS All: -.1 EL: -2.4 SED: -.2 FY: No performance data available SWD:+7.3 HI: +6.9
2.3	STAR Math K-12 Baseline will be determined in Fall 2024	Baseline Fall 2024 At or above grade level ALL: 69% EL: 48.85 % SED: 67.17 FY: 0% HI: 46% SWD: 32%	Year 1 Outcome 2024-2025 At or above grade level ALL: 71% EL: 64.29% SED: 75.35% FY: 50% HI: 52% SWD: 33%	Year 2 Outcome Spring 2026 At or above grade level All: 70% EL: 47% SED: 63.07% FY: 60% HI: 78.3 % SWD: 27%	Target for Year 3 Outcome 2026-2027 At or above grade level (from Fall 2024) All: increase 6% EL: increase 6% SED: increase 6% FY: increase 6% HI: increase 6% SWD: increase 6%	Current Difference from Baseline All: +1% EL:-1.85% SED: -4.1% FY: +60% HI: +32.3% SWD: -5%
2.4	California Assessment of Student Performance and Progress (CAASPP) Mathematics Dashboard	Baseline 2023 Math DFS All: -12.1 EL: -54.4 SED: -33.4 FY: No performance data SWD: -138.2 HI: -75.7	Year 1 Outcome 2024 Math DFS All: -9.5 EL: -54.3 SED: -32.3 FY: No performance data SWD: -199.9	Year 2 Outcome 2025 Math DFS All: -5.6 EL: -45 SED: -28.6 FY: No performance data SWD: -100.8	Target for Year 3 Outcome 2026 Math DFS All: +2 EL: -34 SED: -20 FY: No performance data SWD: -120	Current Difference from Baseline 2026 Math DFS All: +6.5 EL: +9.4 SED:+4.8 FY: No performance data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HI: -70.9	HI: -66.6	HI: -65	SWD:+37.4 HI: +9.1
2.5	English Learner Progress Indicator (ELPI) Dashboard	Baseline 2023 47.4% making progress	Year 1 Outcome 2024 55.5% making progress	Year 2 Outcome 2025 45% making progress	Target for Year 3 Outcome 2026 57%	Current Difference from Baseline 2026 -2.4%
2.6	English Learner Reclassification Rate	Baseline Spring 2024 21.4%	Year 1 Outcome Spring 2025 (May) 16.64%	Year 2 Outcome Spring 2026 (May) 14.5%	Target for Year 3 Outcome Winter 2026 26.4%	Current Difference from Baseline 2026 -6.9%
2.7	Teachers & Leaders Trained in Ellevation	Baseline Spring 2024 5%	Year 1 Outcome 2025 27%	Year 2 Outcome Winter 2025 53%	Target for Year 3 Outcome Winter 2026 50%	Current Difference from Baseline 2026 +48%
2.8	Teachers & Leaders Trained in the CA EL Roadmap	Baseline Spring 2024 3%	Year 1 Outcome Spring 2025 47%%	Year 2 Outcome Winter 2026 35%	Target for Year 3 Outcome Spring 2027 40%	Current Difference from Baseline 2026 +32%
2.9	Teachers & Leaders Trained in Guided Language Acquisition and Designed Project (GLAD)	Baseline 2024 18.59%	Year 1 Outcome 2025 46.12%%	Year 2 Outcome Winter 2025 25%	Target for Year 3 Outcome 2026 35.3% increase	Current Difference from Baseline 2026 +6.41%
2.10	Annual Percentage (LTEL) who meet reclassification local data from Ellevation	Baseline Spring 2024 16.2%	Year 1 Outcome 2025 31%	Year 2 Outcome Winter 2025 12%	Target for Year 3 Outcome 2026 26.2%	Current Difference from Baseline 2026 -4.2%
2.11	California Science Test (CAST) DataQuest % Met or Exceeded	Baseline 2023 ALL:45.1% SED:37.5%	Year 1 Outcome 2024 ALL: 30.7% SED: 20.7%	Year 2 Outcome 2025 ALL: 60.7% SED: 56.6%	Year 3 Outcome 2026 ALL: 50% SED: 45%	Current Difference from Baseline 2026 ALL: + 15.6% SED: - 19.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	CTE Pathway Completion CALPADS Report 15.1	Baseline 2023 13.2%	Year 1 Outcome 2024 21%	Year 2 Outcome 2025 28.34%	Target for Year 3 Outcome 2026 25%	Current Difference from Baseline 2026 increase 15.14%
2.13	CA Dashboard: College and Career Readiness Indicator	Baseline 2023 CA Dashboard 50% prepared	Year 1 Outcome 2024 CA Dashboard 62.7% prepared	Year 2 Outcome 2025 CA Dashboard 60.1% prepared	Target for Year 3 Outcome 2026 CA Dashboard 60% prepared	Current Difference from Baseline 2026 increase 10.1%
2.14	CTE & a-g Completion Dashboard Additional Report:	Baseline 2023 51.2%	Year 1 Outcome 2024 58%	Year 2 Outcome 2025 77.5%	Target for Year 3 Outcome 2026 Maintain 53.4%	Current Difference from Baseline 2026 increase 26.3%
2.15	Advanced Placement (AP) Pass Rate Dashboard Additional report: Measurement of "Prepared by Advanced Placement"	Baseline 2023 53.4%	Year 1 Outcome 2024 65.3%	Year 2 Outcome 2025 75.2%	Target for Year 3 Outcome 2026 Maintain 53.4%	Current Difference from Baseline 2026 increase 21.8%
2.16	ELO-P Participants' School Attendance Rates	Baseline 2024 Spring 95%	Year 1 Outcome Spring 2025 96%	Year 2 Outcome Spring 2026 96.4%	Target for Year 3 Outcome 2027 Spring 95%	Current Difference from Baseline 2026 increase 1.4%
2.17	ELO-P Family and Student Feedback surveys Satisfaction Rate	Baseline 2024 Spring 73%	Year 1 Outcome 2025 Spring 90.32%%	Year 2 Outcome Spring 2026: 94%	Target for Year 3 Outcome 2027 Spring 83%	Current Difference from Baseline 2026 increase 21%
2.18	EAP CAASPP (ELA/Math 11th Grade)	Baseline 2023 55.7% of 11th graders met or exceeed in ELA	Year 1 Outcome 2024 55.8% of 11th graders met or exceeed in ELA	Year 2 Outcome 2025 65.2% of 11th graders met or exceeded in ELA	Target for Year 3 Outcome 2026 EAP ELA: 60% EAP Math: 30%	Current Difference from Baseline 2026 ELA increase.9.5% Math increase. 23.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		27.4% of 11th graders met or exceeed in Math	27.9% of 11th graders met or exceeed in Math	50.81% of 11th graders met or exceeded in Math		
2.19	ELO-P Program Expansion Rate	Baseline 2024 Spring Expansion not yet in place. Baseline 0	Year 1 Outcome 2025 5 programs added	Year 2 Outcome 2026 3 programs added	Target for Year 3 Outcome 2027 Sustain program expansion by introducing at least 5 new programs annually.	Current Difference from Baseline 2026 increase 8
2.20	Access to a Broad Course of Study (BCS): % of all students enrolled in Advanced Placement course % of seniors who graduated having completed a CTE pathway # of seniors who graduated with the state seal of biliteracy	Baseline 2022-2023 AP: 36% CTE Completers: 7% SB: 12%	Year 1 Outcome 2023-2024 AP:39% CTE Completers: 12% SB: 14%	Year 2 Outcome 2024-2025 AP: 44% CTE : 24% SB: 10%	Target for Year 3 Outcome 2025-2026 AP: 45% CTE Completers:25% SB: 15%	Current Difference from Baseline: AP: _8% CTE: +17% SB:- 2%
2.21	Percentage of Hispanic Students referred for Special Education Services in K-5	Baseline 2023-2024 Correction made in 2024-2025 6% was originally reported. This number should have been 73% in 2022-2023	Year 1 Outcome 2024-2025 63%	Year 2 Outcome 2025-2026 52%	Target for Year 3 Outcome 2026-2027 Decrease in referrals to 48% or fewer* *Revised outcome reflects data correction in 2025.	Current Difference from Baseline: 2026- Decreased referrals by 21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.22	Percentage of elementary students with access to Arts Education in 5 Arts Disciplines.	Baseline Spring 2024 100%	Year 1 Outcome Spring 2025 100%	Year 2 Outcome Spring 2026 100%	Target for Year 3 Outcome Spring 2027 100%	Current Difference from Baseline: Maintained 2026 Full Implementation (100%)
2.23	A-G Completion Rate	No Baseline: Metric introduced in 2024-25	Year 1 Outcome (Spring 2025) 54.9% students graduated a-g eligible (baseline by default)	Year 2 Outcome (Spring 2026) 63.1% 12th grade students graduated a-g eligible	Target for Year 3 Outcome Spring 2027 58% students graduated a-g eligible	Current Difference from Baseline: +8.2%

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.

During 2025–26, SGUSD implemented Goal 2 through a districtwide strategy focused on improving academic achievement, English Learner progress, LTEL outcomes, and college and career readiness. Implementation included MTSS-aligned intervention systems, professional learning, language acquisition supports, expanded pathway access, and targeted academic programs. Overall, implementation was strongest in actions supported by established staffing and recurring district structures. Actions requiring deeper site-level consistency, especially in secondary intervention systems, designated and integrated ELD implementation, and LTEL progress monitoring, were implemented with more variability.

Action 2.1 – TK–12 District-wide MTSS Tiered Intervention: Partially implemented.
SGUSD partially implemented this action. Elementary MTSS intervention structures were implemented more consistently, with interventionists supporting lesson modeling, small-group instruction, and Tier 2/Tier 3 supports. Secondary implementation was less consistent than intended, particularly with regard to scheduling intervention time, protecting collaborative data discussion time, and maintaining consistent progress monitoring cycles across grades 4–12. A substantive difference from the adopted plan was that implementation was stronger at elementary than at secondary levels.

Action 2.2 – MTSS Professional Learning Opportunities: Partially implemented.
SGUSD partially implemented this action by providing academic-focused professional learning aligned to MTSS, including collaborative meetings, teacher training, and support for intervention planning. A substantive difference from the adopted LCAP was that planned UDL

training was deferred so the district could prioritize foundational MTSS implementation first. This represented a change in sequence, not a cancellation of the work. A success was increased staff participation in MTSS-aligned learning; a continuing challenge is documenting transfer of professional learning into classroom practice, particularly in secondary settings.

Action 2.3 – Equity Blueprint: Partially implemented.
SGUSD partially implemented this action through professional learning in cultural proficiency and equity-focused work, including development of a shared district definition of equity and pilot learning structures. Staff participation was strong, and sessions reached capacity. However, systems for monitoring the impact of this work on classroom practice, referral patterns, and student outcomes are still under development. As a result, implementation occurred, but the district is still building the structures necessary to evaluate impact fully.

Action 2.4 – TK–12 Language Acquisition Programs for All English Learners: Partially implemented.
SGUSD partially implemented this action through continued support for language acquisition programs aligned to the California English Learner Roadmap, including Structured English Immersion and Dual Language Immersion. Program implementation continued across sites, but consistency of designated and integrated ELD practices remained uneven. The district used ELPAC and Ellevation data to monitor progress, but site-to-site coherence remains an implementation challenge.

Action 2.5 – Supplemental 5th–12th Grade Designated ELD Instruction for LTELs: Partially implemented.
SGUSD partially implemented this action by maintaining specialized LTEL supports, including designated ELD instruction and targeted secondary course offerings such as Speech and Debate for English Learners and LTEL Journalism. Services were in place; however, outcomes did not improve as intended, and implementation needs to be strengthened through clearer academic language goals, stronger fidelity, and more consistent progress monitoring. This action was implemented, but not yet at the intensity necessary to produce the desired improvement.

Action 2.6 – English Language Development Professional Development for All Teachers: Partially implemented.
SGUSD partially implemented this action through districtwide professional learning in Ellevation, the CA EL Roadmap, and GLAD, supported by teacher coaching and training. Participation increased, but implementation of designated and integrated ELD practices remained inconsistent across sites. The district's challenge was not lack of access to professional learning, but ensuring that the learning translated into more consistent classroom practice.

Action 2.7-
Visual andPerforming Arts (VAPA)-:Fully Implemented
All SGUSD studnets have equitable access to high quality arts education.

Action 2.8 – College and Career Readiness: Fully implemented.
SGUSD fully implemented this action through expansion of dual enrollment coordination, CTE pathway development, academic counseling, and readiness monitoring. The district also strengthened middle school-to-high school pipeline work through counseling supports. A success was the continued expansion of readiness opportunities and targeted outreach; a challenge remains ensuring that these opportunities close subgroup gaps, especially for students with disabilities and unduplicated pupils.

Action 2.9 – All Staff Professional Development: Partially implemented.
SGUSD partially implemented this action by offering districtwide professional development aligned to LCAP priorities, including MTSS, EL supports, cultural proficiency, writing, AI, and data-informed planning. Staff had access to differentiated learning opportunities; however, follow-up structures and evidence of implementation were not yet as strong or consistent as intended. This remains an area for refinement.

Action2.10 –Science, Technology,
Engineering, Arts, and Math (STEAM): FullyImplemented.
All studnets have access to STEAM programs.

Action 2.11 – Fully Implemented
All eligible students have access to ELOP programs.

Overall, SGUSD made meaningful progress in implementing Goal 2, especially in elementary MTSS systems, professional learning access, and college/career pathway supports. The greatest implementation challenges involved consistency across sites and grade spans, especially in secondary MTSS, LTEL acceleration, and ELD fidelity.

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.

For 2025–26 monitoring, SGUSD treats a material difference as:

- a substantive change in service model, scope, or frequency that affects student access or intensity; and/or
- an expenditure variance of approximately 10% or more at year end (mid-year variances are monitored as early warnings).

Substantive differences in planned vs. actual implementation (Goal 2):

- Action 2.1 (MTSS Tiered Intervention): Implementation was stronger at elementary than secondary levels. Secondary intervention structures and consistent progress monitoring were less developed than intended, representing a substantive variation in how the action was implemented across grade spans. The material difference between planned and estimated actual expenditures for 2.1 was approximately 50% greater than originally budgeted. The addition of Renaissance Learning software for MTSS data analysis contributed significantly to the material spending difference between planned and actual costs.

- Action 2.2 (MTSS Professional Learning): Planned UDL training was deferred to prioritize expanded professional learning on foundational MTSS practices first. This is a substantive difference in the planned PD sequence, but the district maintained the overall intent of strengthening staff capacity. The material difference between the planed and estimated actual expenditures for 2.2 was approximately 57% greater than originally budgeted. due to an increase in the number of participants in the professional learning over the original estimate.

Action 2.4 (TK-12 Language Acquisition Programs for All English Learners): There were no increased budgeted expenditures planned for 2.4, however, $2,460 was expended to purchase ESGI, a a software tool used for reclassification of primary grade- level English learners.

- Actions 2.5 and 2.6 (LTEL supports and ELD PD): Services were provided, but outcome evidence indicates the scale and/or fidelity of implementation has not yet produced intended improvements in LTEL progress and reclassification-related outcomes, requiring strengthened implementation and monitoring.

The material difference between the planned and estimated actual expenditures for Action 2.6 was about 21% greater than anticipated. This is attributed to an increase in relevant and timely professional PD offerings.

- Action 2.9 (Staff Professional Development was 123% spent. PD offerings were expanded to include a greater focus on secondary math than originally identified. Teacher analysis of studnent outcome data lead to greater requests for collaboartive learning than ws origionally budgeted.

- Action 2.11 (Expanded Learning Opportunities- ELOP)

The material difference between the planned and estimated actual expenditures for 2.11 was approximately 96% greater than originally budgeted. This corresponds to an increase in th eELOP allocation of funding to SGUSD from the state and the implementation of an after school sports league. Additionally, SGUSD utilized ELOP carryover funds in 2025-25 to support the after school sports expansion.

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

SGUSD assessed effectiveness using state and local measures including CAASPP ELA/Math, ELPI, reclassification, LTEL metrics, local benchmark data (e.g., STAR), and implementation evidence (PD participation, coaching cycles, collaborative meeting artifacts).

Effectiveness by action:

- Action 2.1 – TK–12 District-wide MTSS Tiered Intervention

Partially Effective

This action was partially effective in improving academic outcomes through tiered intervention and strengthened instructional support. Districtwide CAASPP performance improved from 2023 to 2025 in both ELA and Math. In ELA, all students remained above standard and moved from +18.4 to +18.3 DFS while English learners improved from –35.1 to –37.5 after a deeper drop in 2024, and students with disabilities improved from –88.2 to –80.9. In Math, all students improved from –12.1 in 2023 to –5.6 in 2025, English learners improved from –54.4 to –45.0, and socioeconomically disadvantaged students improved from –33.4 to –28.6. Foster Youth data was not displayed for privacy, due to the small n size (6).

These improvements suggest that MTSS intervention structures are supporting academic recovery and growth, especially in mathematics.

- Action 2.2 – MTSS Professional Learning Opportunities

Partially Effective

This action was partially effective in building staff capacity to support unduplicated pupils through MTSS-aligned instruction and intervention. District academic outcomes improved in several areas associated with stronger Tier 1 and intervention practices. From 2023 to 2025, CAASPP Math improved for all students from –12.1 to –5.6, for English learners from –54.4 to –45.0, and for socioeconomically

disadvantaged students from –33.4 to –28.6. ELA performance for students with disabilities improved from –88.2 to –80.9. These gains suggest that the district's professional learning focus on MTSS is contributing to stronger instructional support.

- Action 2.3 – Equity Blueprint

Partially Effective

This action was partially effective in establishing districtwide equity-focused professional learning and structures intended to reduce disproportionality. The district launched a shared equity definition, pilot learning cohorts, and high-interest cultural proficiency sessions. However, outcome data remain mixed and monitoring systems are still being refined. Metric 2.21 related to Hispanic student referrals for special education shows the need for continued attention and clearer trend analysis. 2026- Decreased referrals by 21%, but still below goal by 4%.Because the district is still strengthening implementation and measurement systems tied to referral practices and access indicators, this action is best described as partially effective at this stage.

- Action 2.4 – TK–12 Language Acquisition Programs for All English Learners

Partially Effective

This action was partially effective in sustaining language acquisition programming, though district EL outcomes remain an area of greatest need. The English Learner Progress Indicator declined from 47.4% making progress in 2023 to 45.0% in 2025, a decrease of 2.4 percentage points from baseline. Reclassification also declined from 21.4% in Spring 2024 to 14.5% in Spring 2026, a decrease of 6.9 percentage points. At the same time, some academic outcomes for English learners improved: CAASPP Math improved from –54.4 in 2023 to –45.0 in 2025, and ELA moved from –35.1 to –37.5 after prior fluctuation. These mixed results indicate that language acquisition programming remains in place and is contributing to some academic gains, but implementation is not yet producing the level of EL language progress needed.

- Action 2.5 – Supplemental 5th–12th Grade Designated ELD Instruction for LTELs

Minimally Effective to Partially Effective

This action has been implemented, but outcome data show limited effectiveness to date. The annual percentage of LTELs meeting local reclassification criteria declined from 16.2% in Spring 2024 to 12% in Winter 2025, a decrease of 4.2 percentage points. Districtwide reclassification also declined from 21.4% to 14.5% over the same period. In addition, LTELs continue to be identified in district reflections as a high-need group, including elevated suspension outcomes and continued English learner progress concerns. While specialized supports and courses are in place, the data show that this action has not yet produced the level of accelerated language growth intended and requires stronger implementation and progress monitoring.

- Action 2.6 – English Language Development Professional Development for All Teachers

Partially Effective

This action was partially effective in increasing educator participation in EL-focused professional learning and improving some instructional capacity indicators, though EL outcomes remain uneven. Training participation increased substantially: teachers and leaders trained in Ellevation increased from 5% in Spring 2024 to 53% in Winter 2025; training in the CA EL Roadmap increased from 3% to 35%; and training in GLAD increased from 18.59% to 25% after a higher point in 2025. Despite these increases in staff access to professional development, student outcome data remain mixed. ELPI declined from 47.4% to 45.0%, and reclassification declined from 21.4% to 14.5%. However, English learners improved in CAASPP Math from –54.4 to –45.0. These results indicate that PD access has expanded, but more consistent transfer to classroom practice is needed to improve EL language outcomes.

- Action 2.7 – Visual and Performing Arts (VAPA)

Effective

This action was effective in maintaining and expanding access to arts education for students, including unduplicated pupils. Metric 2.22 shows that elementary student access to arts education across five disciplines remained at 100% in Spring 2024, Spring 2025, and Spring 2026. Because arts access was maintained across the district, this action appears to be supporting broad and equitable participation. While the LCAP does not yet include disaggregated outcome data for LI, FY, and EL students specific to VAPA participation, access was maintained districtwide, including for unduplicated pupils enrolled across all sites.

- Action 2.8 – College and Career Readiness

Partially Effective

This action was partially effective in expanding college and career readiness supports, but subgroup gaps remain significant.
Districtwide CCI improved from 50% Prepared in 2023 to 60.1% Prepared in 2025, a gain of 10.1 percentage points from baseline.
CTE pathway completion improved from 13.2% in 2023 to 28.34% in 2025, and CTE plus A–G completion increased from 51.2% to 77.5%.
AP pass rate also improved from 53.4% to 75.2%. However, district reflections note that students with disabilities were Red on CCI, English learners and socioeconomically disadvantaged student groups were both orange on the dashboard.
District data also show lower readiness for English learners and LTELs. This indicates that while readiness opportunities and outcomes are expanding overall, the action is only partially effective in closing readiness gaps for unduplicated pupils and other high-need groups.

- Action 2.9 – All Staff Professional Development

Partially Effective

This action was partially effective in increasing staff access to learning aligned to district priorities and in supporting some positive academic trends for unduplicated pupils.
From 2023 to 2025, CAASPP Math improved for English learners from –54.4 to –45.0 and for socioeconomically disadvantaged students from –33.4 . to –28.6.
CCI also improved overall from 50% to 60.1%. However, ELPI declined from 47.4% to 45.0%, and local benchmark data remained uneven for student groups including English learners and students with disabilities. These mixed results suggest that staff professional learning is contributing to some improvement, but follow-up and implementation evidence need to be strengthened. Small n-size made CCI foster youth data unavailable.

- Action 2.10 – STEAM

Partially Effective

This action was partially effective in maintaining and strengthening student access to STEAM-related learning. CAST results improved from 45.1% met or exceeded in 2023 to 60.7% in 2025 for all students, an increase of 15.6 percentage points. For socioeconomically disadvantaged students, CAST improved from 37.5% to 56.6%, an increase of 19.1 percentage points. Current English Learners' scores increased by 3.6points. These gains suggest the district’s investment in STEAM and science-aligned learning is producing positive outcomes.

No performance data was available for the Foster Youth, due to the small n- size. However, because achievement gaps in ELA and Math remain for unduplicated groups, the broader interdisciplinary impact is still developing.

- Action 2.11 – Expanded Learning Opportunities Program (ELO-P)

Effective

This action was effective in maintaining high attendance and satisfaction among participating students. ELO-P participants' attendance improved from 95% in Spring 2024 to 96.4% in 2025–26, and family/student satisfaction increased from 73% in Spring 2024 to 90.32% in Spring 2025. These results indicate that the program is supporting student engagement and providing valued learning opportunities beyond the regular school day.

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.

Changes Made to Goal 2 for 2026–27

Based on review of implementation and outcome data, SGUSD made the following changes to Goal 2:

- Goal Description: Language was strengthened to align better with the goal
- Action 2.1: Afterschool intersession and summer programming was added and new metric was added to use STAR Reading and Math and ELPI
- Action 2.2: UDL training has been deleted. Also Digital Literacy and AI was added and will differentiate small group instruction by language development and academic skill gaps.

-Action 3.3: Change in action title to improve accuaracy.

- Action 2.4:Removed FY due to limited data availability.

-Change in Action 2.8 :Removed FY due to limited data availability.

- Changes in action 2.9: Digital Literacy and access to AI Technology has been added.Removed FY due to limited data availability.

-Change in Action 2.10: Removed FY due to limited data availability.

- For metric 2.1, the District will be retiring that metric (STAR, grades 6-12), and for the new LCAP, DIBELS will be used to track evidence of growth in elementary grades.
- For metric 2.3, the year for the target was changed from Spring 2026 to Spring 2027 to reflect the full three year cycle.

Metrics:

- 2.1, 2.3, 2.4, 2.5, 2.8, 2.11, 2.12, 2.14 - 2.17, 2.21-2.23 Years have been updated for accuracy

- 2.3 and 2.20: Added percentage to Target for Year 3 Outcome for accuracy
- 2.23: Made revisions to provide accurate data

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	TK-12 District-wide MTSS Tiered Intervention	LREBG ACTION All SGUSD schools will implement the California MTSS framework and the SGUSD MTSS Handbook to strengthen Tier 1 instruction and improve measurable student outcomes through tiered academic intervention in English Language Arts (ELA) and Mathematics. Under the guidance of the Director of MTSS and Innovation, District Math and ELA Interventionists will support teachers and students through: • Data-informed MTSS lesson modeling and coaching to strengthen Tier 1 instruction and reduce variability in instructional practice • Small-group instruction and targeted supports to increase access to Tier 2 and Tier 3 interventions • Direct Tier 2/3 intervention services for students demonstrating persistent academic need, with progress monitoring to adjust intensity and instructional approach SGUSD will also provide expanded learning opportunities and targeted intervention supports for students who experienced learning loss related to the COVID-19 pandemic. Learning Recovery Emergency Block Grant (LREBG)* funds will be used to increase Tier 2 and Tier 3 instruction and strengthen Tier 1 instructional improvement to accelerate learning for unduplicated pupils ,low-income students and English Learners. These supports will be delivered through expanded learning opportunities after the school day, during intersession, and in summer programming, aligned to MTSS data and student need.	$3,029,543.00	Yes

Action #	Title	Description	Total Funds	Contributing
		For 2025–26, $1,554,707.12 in LREBG funds were used to support this action. For 2026–27, $696,596 in LREBG funds have been identified to support this action. Research from the National Center for Education Statistics and the Annenberg Institute for School Reform identifies data-driven instruction, extended learning time, and targeted small-group interventions as effective strategies for accelerating learning and closing opportunity gaps—particularly for students in povertyand English Learners,—when implemented consistently and with sustained progress monitoring. Progress and implementation considerations (2025): The 2025 CA Dashboard reflects districtwide academic performance at Green for All Students in ELA (18.3 above standard) and Mathematics (5.6 below standard, improved and now Green), with Science also Green. At the same time, subgroup performance patterns indicate continued gaps for student groups including English Learners, socioeconomically disadvantaged students, and students with reinforcing the need to strengthen consistent MTSS implementation and ensure Tier 2/3 supports are timely, targeted, and aligned to high-quality Tier 1 instruction. This action was informed by 2023 CA Dashboard results that identified significant performance gaps in math and ELA for student groups including English Learners, socioeconomically disadvantaged students, and Hispanic students, with particularly acute needs at specific secondary sites. * Sustainability: Because of budget restraints (LREBG funding and Supplemental and Concentration has decreased), SGUSD will use implementation and outcome evidence from 2025–26 to identify the most effective MTSS and expanded learning intervention practices and incorporate those practices into ongoing district systems and future resource planning to sustain supports for students with the greatest needs.		

Action #	Title	Description	Total Funds	Contributing
		Effectiveness will be monitored using the following metrics: • Metric 2.2: CAASPP ELA (Dashboard) — including All Students and student group performance trends • Metric 2.3: MATH STAR — including All Students and student group performance trends • Metric 2.4: CAASPP Mathematics (Dashboard) — including All Students and student group performance trends, with parti • Metric 2.5: English Learner Progress Indicator (ELPI) — to monitor progress for English Learners receiving MTSS-aligned supports.		
2.2	MTSS Supplemental Professional Learning Opportunities	The Director of MTSS and Innovation will oversee the design, delivery, and monitoring of academic-focused supplemental professional learning for teachers, administrators, and staff to build capacity to implement a robust Multi-Tiered System of Support (MTSS) with fidelity. This action responds directly to the achievement and opportunity gaps identified through state and local data (including the 2025 CA Dashboard), and is intended to ensure that all students—especially unduplicated pupils—have equitable access to high-quality Tier 1 instruction and timely, effective Tier 2/3 interventions. Supplemental Professional learning will include: • Leadership training for site administrators and instructional leaders to support MTSS implementation, progress monitoring, and accountability • Teacher training in small-group instructional strategies, intervention design, and differentiation to strengthen Tier 1 instruction and Tier 2 supports • Collaborative work groups and grade-level/department meetings to deepen MTSS practices and align instruction with culturally proficient and inclusive approaches TK–12 • Data analysis training, including use of district MTSS data tools and fidelity measures to identify needs early, monitor progress, and adjust interventions	$197,318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Assessment administration training for evidence-based screeners and benchmarks used to identify academic needs and evaluate intervention effectiveness • SST and MTSS handbook training to strengthen referral pathways, documentation, and consistent progress monitoring practices • Learning walks and feedback cycles to support job-embedded coaching, reflective practice, and calibration of instructional expectations • New Teacher Academy supports focused on MTSS foundations, including progress monitoring and differentiated instruction • Summer professional learning to strengthen MTSS implementation and support consistent start-of-year practices • Digital Literacy and Artificial Intelligence This action increases and improves services by strengthening educator capacity to deliver effective Tier 2 and Tier 3 supports for unduplicated pupils through: • Ensuring staff have tools and strategies for differentiated small-group instruction (Tier 2) that address language development and academic skill gaps • Building staff capacity to implement intensive interventions (Tier 3) for students with persistent, significant needs • Using disaggregated data to identify unduplicated pupils earlier and provide culturally and linguistically responsive interventions tailored to student needs • Improving consistency of MTSS practices across sites so unduplicated pupils have equitable access to research-based supports beyond core instruction Progress and implementation considerations (2025): The 2025 CA Dashboard shows SGUSD is Green for All Students in ELA and Math, reflecting overall academic strength; however, subgroup performance patterns continue to show gaps for student groups including English Learners socioeconomiocally disadvantaged students. In addition, SGUSD's English Learner Progress Indicator (ELPI) is Orange and declined, reinforcing the need for professional learning that strengthens instructional practice, progress monitoring, and intervention design for student groups with the greatest needs. This action supports consistent		

Action #	Title	Description	Total Funds	Contributing
		implementation of MTSS so that improvements in overall performance translate into improved outcomes for identified student groups. Effectiveness will be monitored using: • Metric 2.2: CAASPP ELA (Dashboard), including subgroup trends • Metric 2.3:MATH STAR including subgroup trends • Metric 2.4: CAASPP Math (Dashboard), including subgroup trends • Metric 2.5: English Learner Progress Indicator (ELPI) • MTSS/SST implementation evidence, including use of MTSS data tools, progress monitoring documentation, and fidelity measures • Participation and success rates of unduplicated pupils in Tier 2 and Tier 3 interventions (as measured through district MTSS systems)		
2.3	Equity Blueprint	Using the SGUSD Equity Blueprint as a guide, SGUSD will strengthen the effectiveness of MTSS by providing professional development and implementation supports in cultural proficiency and trauma-informed instructional practices for teachers, administrators, and staff. This action is designed to improve the quality and consistency of Tier 1 instruction and Tier 2/3 interventions by ensuring that student needs are understood within the context of culture, language, and lived experience, and that supports are delivered in ways that are inclusive and responsive. This action is informed by district data showing significant disproportionality in referrals of Hispanic students for special education. By strengthening culturally responsive and trauma-informed practices, along with consistent MTSS and SST processes, SGUSD aims to reduce inappropriate or premature referrals and ensure that students receive the appropriate supports and interventions prior to referral. Progress and implementation considerations (2025–26): During 2025–26, SGUSD advanced the Equity Blueprint through districtwide collaboration and professional learning, including establishing a shared equity definition and launching learning opportunities focused on cultural proficiency. Continued implementation will focus on ensuring that	$259,378.00	No

Action #	Title	Description	Total Funds	Contributing
		professional learning translates into consistent classroom practices and consistent MTSS/SST decision-making across sites, with attention to referral patterns and student access to appropriate interventions. Effectiveness will be monitored using: • Metric 2.21: Percentage of Hispanic students referred for special education services in K–5 (district local metric), including year-over-year trend analysis • MTSS/SST implementation evidence, including documented use of interventions and progress monitoring prior to referral (e.g., SST artifacts, intervention documentation, fidelity tools) • Disproportionality monitoring through special education referral and identification data reviews by site, grade span, and student group (as available)		
2.4	TK-12 Language Acquisition Programs for All English Learners	Using the California English Learner Roadmap as the guiding framework, SGUSD will strengthen the measurable impact of district language acquisition programs—Structured English Immersion (SEI) and Dual Language Immersion (DLI)—to improve English Learners' access to grade-level content, accelerate English language development, and increase progress toward reclassification. This action was informed by 2023 CA Dashboard data, including districtwide English Learner outcomes and the English Learner Progress Indicator (ELPI) (Orange in 2023 at 47.4% making progress, reflecting a decline from the prior year). The 2025 CA Dashboard continues to show this as an area of greatest need: ELPI remains Orange and declined to 45.0% making progress, reinforcing the urgency of strengthening program implementation, coherence, and progress monitoring across sites. Progress and implementation considerations (2025): SGUSD is focusing on improving the consistency and effectiveness of EL program implementation across TK–12 by strengthening Roadmap-aligned instructional practices, monitoring student progress using ELPAC/Ellevation data, and using site-level data cycles to identify and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		address gaps in language acquisition supports. Continued implementation will prioritize ensuring that English Learners receive consistent designated and integrated ELD supports within SEI and DLI settings and that program design and instructional practices translate into improved ELPI outcomes. Effectiveness will be monitored using: • Metric 2.5: English Learner Progress Indicator (ELPI) on the CA Dashboard (districtwide EL progress) • ELPAC outcomes and local EL progress monitoring data (e.g., Ellevation reports) to identify trends by proficiency level and time in program • Reclassification outcomes (Metric 2.6), as a related indicator of language acquisition progress over time		
2.5	Supplemental language support for 5th-12th grade Long Term English Learners (LTELs)	SGUSD continues to serve a consistently high number of Long-Term English Learners (LTELs) and is committed to improving outcomes for this student group through specialized, Roadmap-aligned language development supports. Using the California English Learner Roadmap as a guiding framework, SGUSD will increase and improve a specialized English Language Development (ELD) program for LTELs in grades 5–12 with an emphasis on: • Academic language development and vocabulary acquisition • Reading comprehension and language-rich analysis of complex texts • Writing development, including structured opportunities to write in multiple genres and for authentic purposes • Oral language and discourse, including opportunities for academic discussion, argumentation, and presentation Specialized LTEL supports, above and beyond the core program will include: • Speech and Debate for English Learners, providing structured academic discourse and language practice • LTEL Journalism, providing sustained writing, editing, and authentic publishing opportunities to strengthen academic language and literacy	$1,080,792.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Progress and implementation considerations (2025): The 2025 CA Dashboard indicates that English Learner progress remains an area of greatest need, and local LTEL measures reflect the need to strengthen implementation fidelity and progress monitoring to ensure that LTEL supports translate into accelerated movement toward reclassification and improved access to grade-level coursework. SGUSD will continue refining program coherence and monitoring to ensure LTEL services are delivered consistently across sites and aligned to student needs. Effectiveness will be monitored using: • Metric 2.10: Annual percentage of LTELs meeting local reclassification criteria (Ellevation/local) • Metric 2.6: English Learner reclassification rate (districtwide; with LTEL-specific reporting as available) • LTEL counts over time (district reporting) to monitor reductions in the number of students identified as LTEL • Metric 2.5: ELPI (as a related indicator of EL progress), recognizing LTEL trends may differ from the overall EL population		
2.6	English Language Development (ELD) Professional Development for all Teachers	To increase and improve the frequency and quality of districtwide Designated ELD and Integrated ELD instruction, SGUSD teachers and school leaders will receive coordinated professional development and coaching focused on strengthening consistent, high-quality language development practices across TK–12. This action is aligned to the California English Learner Roadmap and is designed to improve English Learner outcomes by ensuring that language development is intentionally embedded across content areas and implemented with fidelity. Professional development and coaching will focus on the following core areas: 1. Ellevation implementation and data use	$1,036,877.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Using Ellevation to monitor English Learner progress, identify students needing additional supports, and strengthen progress monitoring cycles • Using Ellevation to support communication with families and strengthen collaboration among teachers, counselors, and administrators • Using Ellevation tools and reporting functions to support designated/integrated ELD planning and student goal setting 2. Roadmap-aligned designated and integrated ELD practices • Implementing the California English Learner Roadmap principles (1–3) to strengthen access to grade-level content, language development, and supportive learning environments • Strengthening lesson design and instructional routines that support academic language development (oral language, vocabulary, reading, and writing) across disciplines 3. Guided Language Acquisition Design (GLAD) • Using GLAD strategies to strengthen designated and integrated ELD instruction through structured input, academic discourse, and scaffolded, language-rich instruction across grade levels This action includes English Learner Teachers on Special Assignment (EL TOSAs) who will support implementation through coaching cycles, demonstration lessons, co-planning, and feedback with teachers and site leaders to increase consistency of ELD practices across classrooms and schools. Progress and implementation considerations (2025): The 2025 CA Dashboard indicates English Learner Progress (ELPI) remains Orange and declined compared to the prior year. This trend underscores the need to strengthen ELD implementation across sites and ensure professional learning translates into observable instructional practice. SGUSD will prioritize coaching, calibration of instructional “look-fors,” and progress monitoring to improve the impact of ELD instruction on English Learner and LTEL outcomes.		

Action #	Title	Description	Total Funds	Contributing
		Effectiveness will be monitored using: • Metrics 2.7–2.9: Percentage/number of teachers and leaders trained in Ellevation, the CA EL Roadmap, and GLAD (as applicable) • Metric 2.5: English Learner Progress Indicator (ELPI) on the CA Dashboard • Metric 2.6: Reclassification rate (districtwide) and LTEL-related reclassification measures (as available) • Metric 2.10: Annual percentage of LTELs meeting local reclassification criteria (Ellevation/local) • ELPAC results (Summative and Interim where applicable) to monitor progress by proficiency level and inform targeted supports		
2.7	Visual And Performing Arts (VAPA)	SGUSD will provide all students with equitable access to high-quality arts instruction and enrichment opportunities that meet the California Arts Standards across the five disciplines: Visual Arts, Music, Dance, Theatre, and Media Arts. Research from the Arts Education Partnership (2019) and the National Endowment for the Arts shows that participation in the arts improves academic outcomes, strengthens language acquisition, and increases student engagement—benefits that are particularly significant for low-income students and English Learners. This action will ensure that UDP students are not only included but prioritized in arts programming. Access to the arts provides English Learners with multiple modes of communication and expression, giving them meaningful opportunities to develop language proficiency through performance, storytelling, and collaborative projects. For low-income students, arts education creates inclusive spaces that nurture social-emotional well-being, build a sense of belonging, and foster resilience—factors strongly correlated with improved attendance and academic achievement. SGUSD will:	$1,757,034.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide professional development for teachers to deliver standards-aligned instruction across all five arts disciplines. • Expand after-school and extended learning programs in the arts with targeted outreach to ensure participation from UDP students. • Integrate arts strategies into core content areas to support English Learners in accessing academic language through creative modalities. • Partner with community-based arts organizations to provide enrichment opportunities, exhibitions, and performances that reflect diverse cultural traditions and lived experiences of our students. • Provide necessary resources, materials, and instruments so that cost is never a barrier to participation. Metrics used to evaluate effectiveness include: 2.21 Percentage of students with access to Arts Education in 5 Arts Disciplines.		
2.8	College and Career Readiness	SGUSD will increase the percentage of high school graduates meeting the College/Career Indicator (CCI) “Prepared” level by expanding and improving college and career readiness programs and supports, with a focus on removing barriers and increasing access for unduplicated pupils (English Learners and low-income students), as well as other student groups experiencing lower CCI performance. Improved services and programs will include: • Dual Enrollment and CTE coordination, including dedicated coordination and pathway monitoring • Use of Aeries data to monitor progress toward graduation, pathway completion, and CCI measures • CTE pathway expansion and strengthening of pathway coherence and completion supports • Dual Enrollment collaboration and pathway alignment with Pasadena City College • Professional development for CTE teachers, administrators, and academic counselors to strengthen high-quality CTE instruction	$3,190,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and supports, including development and facilitation of CTE - Advisory Committees for all pathways • Expanded student access to CCI-aligned experiences such as work-based learning, career counseling, leadership development, and student organizations (e.g., Future Business Leaders of America) • Naviance to support student planning, postsecondary exploration, and monitoring of readiness milestones • Payment of testing fees and related costs for unduplicated pupils to reduce financial barriers to participation in CCI-qualifying measures • Implementation and monitoring of participation in the State Seal of Civic Engagement • Increased participation and completion of the State Seal of Biliteracy Progress and implementation considerations (2025): The 2025 CA Dashboard shows SGUSD's CCI at 60.1% Prepared (Yellow) with a decline from the prior year, indicating that while many students graduate prepared, outcomes are not yet stable and subgroup gaps persist. Dashboard subgroup results show particularly significant need for access to and completion of CCI-qualifying pathways. In 2023, the College and Career Indicator (CCI) for SGUSD was 50% Prepared (status only), establishing a baseline for continued improvement and equity-focused progress. This action is intended to improve CCI performance for student groups currently demonstrating lower readiness levels, including: • English Learners • Socioeconomically Disadvantaged students • Students experiencing homelessness Effectiveness will be monitored using: • Metric 2.13: CA Dashboard College/Career Indicator (CCI) — Prepared rate, including subgroup performance		

Action #	Title	Description	Total Funds	Contributing
		• Supporting readiness metrics (as applicable): A–G completion, CTE pathway completion, Dual Enrollment participation/completion, AP participation/passing, Seal of Biliteracy participation, and other locally tracked CCI components where data are available and reliable.		
2.9	All Staff Professional Development	The Assistant Superintendent of Educational Services will oversee the design, delivery, and monitoring of high-quality professional learning to strengthen educator capacity in implementing district initiatives with a focus on improving outcomes for unduplicated pupils (English Learners and low-income students, and students experiencing homelessness). Research from the Learning Policy Institute and the California Department of Education affirms that sustained, job-embedded professional learning aligned to MTSS and culturally responsive practices is a key driver in closing opportunity and achievement gaps. Professional learning will be aligned to district goals, educational partner feedback, and student performance data and will include: • MTSS and PBIS: Training staff to identify and implement Tier 2 and Tier 3 academic and behavioral supports so students receive timely, targeted interventions • English Learner Roadmap alignment: Building educator capacity to support language development and equitable access to rigorous content for English Learners across content areas • Data-informed collaborative planning: Strengthening staff ability to use disaggregated data to identify gaps, monitor progress, and plan interventions that prioritize student needs • Artificial Intelligence (AI) integration and digital tools: Equipping educators with tools to support differentiation and personalized learning pathways while maintaining responsible and ethical use • All Staff Professional Development Days and follow-up learning cycles: Providing choice-based and role-aligned learning opportunities paired with structures for reflection, implementation, and continuous improvement • Equity-centered and trauma-informed practices: Strengthening culturally responsive instruction and trauma-informed strategies to	$533,414.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improve learning conditions for students facing barriers to success How this action increases and improves services for unduplicated pupils: This action increases and improves services by strengthening the capacity of all staff to address systemic barriers faced by unduplicated pupils through: • Language-rich, scaffolded instructional practices that accelerate learning for English Learners • Trauma-informed practices that support students experiencing homelessness • Stronger collaboration around disaggregated data so academic gaps are identified early and addressed with targeted supports • Inclusive and culturally responsive instructional strategies that affirm student identity and increase access to grade-level learning • Digital Literacy and access to AI Technology Progress and implementation considerations (2025): The 2025 CA Dashboard reflects districtwide academic performance at Green for All Students in ELA and Math, while also showing continued needs for targeted improvement, including English Learner Progress (ELPI) remaining Orange and declining and persistent subgroup gaps in readiness outcomes. These results reinforce the importance of professional learning that is paired with follow-up structures that support classroom implementation and consistent practice across sites. Effectiveness will be monitored using (Dashboard status and change, and local measures): • Metrics 2.2 and 2.4: CAASPP ELA and Math (CA Dashboard status and change, including Distance from Standard where reported), disaggregated by student group • Metric 2.13: College/Career Indicator (CCI) (CA Dashboard status and change), disaggregated by student group (e.g., EL, LTEL, SED, SWD, homeless) • Metric 2.5: English Learner Progress Indicator (ELPI) (CA Dashboard status and change)		

Action #	Title	Description	Total Funds	Contributing
		• Metric 2.6: Reclassification rate (local/state reporting as used by SGUSD) • Professional learning participation and implementation evidence: participation records and evidence of implementation (e.g., surveys, learning walk “look-fors,” PLC artifacts, and coaching logs), as available and used by SGUSD.		
2.10	Science, Technology, Engineering, Arts, and Math (STEAM)	SGUSD’s STEAM program will increase and improve opportunities for unduplicated pupils to engage in interdisciplinary, standards-aligned learning experiences that build the knowledge and skills students need for college, career, and civic life. Guided by SGUSD’s Portrait of a Graduate competencies, STEAM instruction will promote creativity, critical thinking, collaboration, communication, and innovation across the STEAM disciplines and provide multiple pathways for students to demonstrate learning. This action is designed to strengthen access to high-quality STEAM learning for students who may have fewer opportunities outside of school—including low-income students, English Learners and students experiencing homelessness—by expanding instructional capacity and ensuring consistent implementation across sites. Increased and improved services will include: • STEAM teachers and/or staffing supports to expand and sustain STEAM learning opportunities and integrated instructional experiences • Professional development for STEAM implementation to strengthen NGSS-aligned, inquiry-based instruction and interdisciplinary lesson design • Professional development for Artificial Intelligence (AI) and Digital Literacy to support future-ready instruction and responsible use of emerging tools to enhance student learning and differentiation Progress and implementation considerations (2025): The 2025 CA Dashboard indicates SGUSD’s Science performance is	$826,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Green for All Students, with CAST results improving (districtwide performance increased). This positive trend suggests momentum in science learning outcomes; however, continued attention is needed to ensure STEAM opportunities and instructional practices are implemented consistently and equitably so that unduplicated pupils and other student groups benefit from rigorous, engaging, and accessible STEAM learning experiences. Effectiveness will be monitored using: Metric 2.11: California Science Test (CAST) (CA Dashboard/DataQuest), including status and change and subgroup trends where available Supporting academic indicators (as applicable): Metrics 2.1 and 2.2 (ELA/Math CAASPP) to monitor broader impacts of strengthened interdisciplinary instruction Implementation evidence (recommended, if available): STEAM PD participation records, lesson artifacts, and learning walk evidence aligned to NGSS/inquiry-based instruction and Portrait of a Graduate competencies		
2.11	Expanded Learning Opportunities Program (ELO-P)	SGUSD's Expanded Learning Opportunities Program (ELO-P) provides additional learning time, enrichment, and student supports outside of the regular school day to strengthen academic achievement and socio-emotional development. ELO-P is designed to increase access to safe, structured learning environments and enrichment opportunities that support student engagement and growth, particularly for students who benefit from additional time and supports beyond the instructional day. ELO-P services include: • Expanded learning time after school, during intersession, and in summer (as offered) • Enrichment programs such as sports, arts, music, STEM, and academic clubs • Tutoring and academic support aligned to student need • Mentorship programs that strengthen relationships and connectedness to school	$2,985,714.00	No

Action #	Title	Description	Total Funds	Contributing
		• Music immersion and enrichment opportunities (as offered) • Social-emotional learning (SEL) activities and skill-building supports • Before- and after-school care to support students and families and increase consistent participation in learning Progress and implementation considerations (2025–26): SGUSD's 2025 CA Dashboard shows improved student engagement overall (including improved chronic absenteeism for All Students). ELO-P supports this progress by providing additional time, relationships, and structured enrichment that can strengthen attendance, connectedness, and academic support—especially for students who need consistent learning routines and access to enrichment opportunities beyond the school day. Effectiveness will be monitored using: • Metric 2.16: ELO-P participants' school attendance rates (local) • Metric 2.17: ELO-P family and student feedback/satisfaction surveys (local) • Metric 2.19: ELO-P program expansion rate (local measure of annual program growth) • Supplemental monitoring (recommended, if available): participation/attendance logs by site and grade span, and documentation of SEL-focused activities and student engagement indicators to support continuous improvement		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen School and Community Connectedness is a Broad Goal focused on strengthening family engagement, student voice, and school-home partnerships in support of student success. Through expanded communication, leadership opportunities, targeted outreach, and family education, SGUSD aims to increase meaningful participation and improve the connection between families, schools, and district decision-making. Progress will be measured through parent participation data, engagement metrics, survey feedback, and other local indicators of school connectedness and partnership.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

San Gabriel Unified School District is committed to strengthening meaningful connections among schools, families, students, and the broader community. SGUSD recognizes that students are most successful when they experience a strong sense of belonging and when families are informed, welcomed, and empowered as partners in education. Goal 3 reflects the district's commitment to building trusting home-school partnerships, improving communication, increasing student and family voice, and strengthening systems that support engagement, attendance, and school connectedness.

This goal is aligned with SGUSD's Portrait of a Graduate, particularly the competencies of Communicator, Collaborator, Empathic, and Global Citizen. SGUSD believes that academic success is strengthened when students and families feel connected to their schools and when schools create inclusive systems that honor the diverse cultures, languages, and experiences of the community. Family and community engagement are essential to whole-child support and are also central to the California MTSS Framework, which emphasizes family partnership as a key condition for student success.

SGUSD's 2023 Dashboard and local data confirm the importance of this goal. In 2023, the district's Chronic Absenteeism Rate was at the Red performance level at 19.9%, indicating that student engagement and regular attendance remain significant concerns. Local engagement data also show the need to continue improving family participation and access. SGUSD uses advisory groups such as the Educational Advisory Committee (EAC) and the District English Learner Advisory Committee (DELAC) to gather parent input and support shared decision-making. While these structures remain active and valuable, participation data and implementation experience indicate the need for more consistent and accessible engagement opportunities, especially for families of unduplicated pupils. District translation and interpretation

data also demonstrate the continued importance of multilingual communication systems to ensure parents can access information and participate meaningfully in school and district processes.

In response, SGUSD is committed to strengthening family engagement and community connectedness through multiple strategies, including home-to-school connection efforts, multilingual communication and interpretation services (above and beyond required thresholds and modes), attendance intervention systems, and parent education related to college and career readiness. The district is working to improve how families receive information, engage in decision-making, and connect with school staff and resources. SGUSD also recognizes the importance of targeted outreach for families of English Learners, foster youth, low-income students, and students experiencing homelessness, whose students are more likely to experience barriers related to attendance, engagement, and access to school-based opportunities.

SGUSD's commitment extends beyond communication alone. This goal also reflects the district's effort to create a culture of partnership in which family voice, student voice, and community input inform continuous improvement. Through advisory committees, surveys, translation and interpretation supports, attendance monitoring, and school-community outreach, SGUSD aims to strengthen trust and collaboration across the district.

By addressing school and community connectedness through an equity-focused and relationship-centered approach, SGUSD seeks to improve attendance, strengthen family-school partnerships, increase student belonging, and ensure that all students and families feel seen, supported, and included in the educational experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard Chronic Absenteeism Rate Districtwide (K-8)	Baseline: 2023 Dashboard ALL:19.9% EL: 17.4% FY: 40% HY: 51% SED: 23.6% SWD: 28.2% HI: 34.1% White:25%	Year 1 Outcome: 2024 Dashboard ALL: 14.3% EL: 13.6% FY: 30% HY: 35.6% SED: 17.5% SWD: 25.7% HI: 25.8% White:25.8%	Year 2 Outcome: 2025 Dashboard All: 12% EL: 12.2% FY: 31.6% HY: 38.1% SED 14.2% SWD: 18% HI: 19% White: 19%	Target for Year 3 Outcome: 2026 Dashboard ALL: 8% EL:7% FY: 8% HY: 8% SED: 8% SWD:8% HI:8% White: 8%	Current Difference from Baseline: 2025 ALL: -7.9% EL: - 5.2% FY: -8.4% HY: -12.9% SED: -9.4% SWD: -10.2% HI: 15.1% White: 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Chronic Absenteeism Rate Districtwide (K-8) SGUSD AERIES	Baseline: April 2024 Chronic Absenteeism Rate District-wide ALL: 13% SED: 11.8% SWD: 16.7% EL: 10.6% FY: 25% HY: 33.3%	Year 1 Outcome: Winter 2025 ALL:9.5% SED: 11.5% SWD: 17% EL: 6.6% FY: 19% HY: 34.1%	Year 2 Outcome: 202526 Mid-Year Data All: 7.2% SED: 8.7% SWD: 15.1% EL: 6.1% FY: 8.3% HY: 22.3%	Target for Year 3 Outcome: Winter 2027 Chronic Absenteeism Rate District-wide ALL: 8% SED: 9% SWD:13% EL: 8% FY: 20% HY: 25%	Current Difference from Baseline: 2025-26 ALL: -5.8% SED: -3.1% SWD: -1.6% EL: -4.5% FY: -16.7 HY: -11%
3.3	Student Absenteeism % Students absent 0% District-wide CALPADS 14.1 Report	Baseline: 2023 ALL: 10.93% SED: 10.22% EL: 8.87% HY: 3.85%	Year 1 Outcome: 2024 ALL: 4.33% SED:4.67% EL: 4.4% HY:7.83%	Year 2 Outcome: 2026 ALL: 6.10% SED: 10% EL: 8% HY:3%	Target for Year 3 Outcome: May 2026 All:10% SED: 10% EL: 8% HY: 3%	Current Difference from Baseline: 2026 ALL: -4.83% SED: -.22% EL: -0.87% HY: -.0.85%
3.4	Dropout rate: Middle School CALPADS Fall1 Report 8.1c - Student Profile	Baseline: 2023 0.0%	Year 1 Outcome: 2024 0.0%	Year 2 Outcome: 2025 0.0%	Target for Year 3 Outcome: 2026 0.0%	Current Difference from Baseline: 2026 Maintained 0%
3.5	Dropout rate: High School DataQuest: Dropouts by grade Metric Retired effective 2025.	Metric Retired in 2025	Metric Retired in 2025	Year 2 Outcome: Metric Retired in 2025	Target for Year 3 Outcome:	Current Difference from Baseline: Metric Retired in 2025
3.6	High School Graduation Rate DataQuest: 4-year	Baseline: 2022-2023 Cohort : 94.7%	Year 1 Outcome: 2023-2024 Cohort: 94.1%	Year 2 Outcome: 2024-25 Cohort: 92.8%	Target for Year 3 Outcome: 2025-2026	Current Difference from Baseline: 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	adjusted cohort graduation rate	Hispanic/ Latino: 153/ 90.8% Asian: 198/ 96.5% White:17/ 94.1% EL and LI data will be added for 2026-2027	Hispanic/ Latino: 136/ 89.0% Asian: 231/ 97.4%- White:*Not available in DataQuest. To protect student privacy, data are suppressed (*)	Hispanic/Latino: 156 students / 91.7% Asian: 190 students / 93.2% White:*Not available in DataQuest. To protect student privacy, data are suppressed (*) EL and LI data will be added for 2026-2027	For all named student groups, Increase or maintain 94.7% 4-year adjusted cohort graduation rate	Cohort: -1.9% Hispanic/ Latino: 0.9% Asian: -3.3% White: Not available in DataQuest EL and LI data will be added for 2026-2027(NA)
3.7	Parent response to SGUSD Annual EL Parent Survey Question: "I know how to get translation for report cards, notes, meetings, and conferences."	Baseline: SPRING 2024 Response 93%	Year 1 Outcome: 2025 96.3%	Year 2 Outcome: 2026 92.3%	Target for Year 3 Outcome: Spring 2027 Response 96%	Current Difference from Baseline: 2026 -.7%
3.8	Parent response to SGUSD Annual EL Parent Survey Question: "I received timely and clear parent/family communication in a language I could understand."	Baseline: SPRING 2024 Response 93%	Year 1 Outcome: 2025 100%	2026 94.2%	Target for Year 3 Outcome: Spring 2027 Response 96%	Current Difference from Baseline: 2026 +1.2%
3.9	Translation/ Interpretation requests received and filled.	Baseline: Spring 2024 303 received 284 filled by Community	Year 1 Outcome: 2025 578 received	Year 2 Outcome: In Progress: As of Winter 2026:	Target for Year 3 Outcome: 95%	Current Difference from Baseline: 2026 +3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Liaisons (93.4%)	555 filled by Community Liaisons (96%)	568 received 550 filled by Community Liaisons(97%)		
3.10	Parent Academy Attendance	Baseline: 2023-2024 Annual Parent Academy Attendance- 115 Parents	Year 1 Outcome: 2024-2025 Annual Parent Academy Attendance- 106 Parents	Year 2 Outcome: Parent Academy discontinued due to high cost and low attendance. Site-based Parent Academy (Advocate, Communicate, Educate/A.C.E.) will be implemented in 2026-2027 and a new baseline will be put into place.	Target for Year 3 Outcome: A new SGUSD Site-based Parent Academy (Advocate, Communicate, Educate/A.C.E.) will be implemented in 2026-2027 and a new baseline will be put into place. Target attendance is 200 parents.	Current Difference from Baseline: N/A metric retired for 2025-26
3.11	Annual Parent Participation Count per meeting - District English Learner Advisory Committee (DELAC)	Baseline: 2023-2024 6 Parents	Year 1 Outcome: 2024-2025 6 Parents	Year 2 Outcome: 2025-2026 7 parents	Target for Year 3 Outcome: 2026-2027 15 parents	Current Difference from Baseline: 2025-2026 increased 1 parent
3.12	Annual Parent Participation count per meeting from Educational Advisory Committee *(EAC). *(Serves as SGUSD's Parent Advisory Committee/)	Baseline: 2023-2024 Average Parent Participation count of EAC parents 20	Year 1 Outcome: 2024-2025 Average Parent Participation count 8 of EAC parents	Year 2 Outcome: 2025- 2026 Average Parent Participation count 19 of EAC parents	Target for Year 3 Outcome:2026-2027 Average Parent Participation count 35 of EAC parents	Current Difference from Baseline: 2025-2026 Average Parent Participation count decreased by 1 parent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Dropout rate: High School CALPADS Fall1 Report 8.1c - Student Profile Metric Introduced in 2024-2025 to replace, "Dropout rate: High School DataQuest: Dropouts by grade"	Baseline: 2022 - 23 ALL: 5.3% SED: 5.5% EL: 7.8% HY: 15%	Year 1 Outcome: 2023 - 24 ALL: 5.9% SED: 7.3% EL: 15.8% HY: 25%	Year 2 Outcome: 2024-2025 ALL: 3.4% SED: .9% EL: .6% HY: .8%	Target for Year 3 Outcome: 2024-25 ALL: 3% Dropout rate SED: 5% EL: 10% HY: 20%	Current Difference from Baseline: 2026 ALL: -1.9 % SED: -4.6 % EL: -7.2% HY: -14. 2%
3.14	Attendance Rate Metric Added in 2025-2026	Base: -2025-26 95.31%	2024-2025 N/A	2025-2026 95.31%	2026-2027 96%	N/A Baseline established in 2026

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.

Overall implementation (2025–26):

During 2025–26, SGUSD implemented Goal 3 through coordinated efforts to strengthen school-community connectedness, family engagement, multilingual communication, and attendance intervention systems. Overall, implementation was strongest in multilingual communication systems and attendance intervention structures. Family engagement actions were implemented, but the district made substantive adjustments to how engagement was measured and delivered during the year.

Action 3.1 – Home to School Connections and Parent/Family Engagement: Partially implemented.
SGUSD partially implemented this action by continuing parent workshops, gathering family input through advisory committees, and collecting feedback through surveys and engagement activities. A substantive difference from the adopted LCAP was that the district discontinued the Parent Academy and the CHKS Parent Survey due to low participation, cost concerns, and inconsistent usefulness of the data. In place of those strategies, the district relied more on workshop feedback, site-based input, EAC, DELAC, and other advisory structures. While parent engagement opportunities remained in place, implementation differed from the original design.

Action 3.2 – Provide Multilingual Parent/Family Communication: Fully implemented.
SGUSD fully implemented this action by providing translation and interpretation support through School Community Liaisons and contracted services in multiple languages. The district maintained a high completion rate for translation and interpretation requests, demonstrating

strong operational follow-through. A success was the district's ability to provide multilingual access across sites and maintain high fulfillment rates for communication support.

Action 3.3 – Parent and Family Engagement to Improve the College/Career Indicator: Fully implemented.
SGUSD fully implemented this action through parent education and outreach related to A–G requirements, dual enrollment, academic counseling, and college/career readiness. The district continued to provide secondary-level communication and supports to help families understand readiness pathways. While subgroup gaps remain, the planned action itself was implemented and aligned to the intended focus.

Action 3.4 – Improve Attendance Rate TK–8: Fully implemented.
SGUSD fully implemented this action through coordinated attendance monitoring, family outreach, case management, and root-cause intervention led by Student Services and the Child Welfare and Attendance counselor. A significant success was the district's improvement in chronic absenteeism trends using both local Aeries data and Dashboard results. The main challenge is that some student groups and sites continue to experience higher absenteeism rates and need continued differentiated supports.

Overall, Goal 3 implementation was strongest in attendance and multilingual communication. The primary substantive change was the district's shift away from Parent Academy and CHKS Parent Survey implementation toward more sustainable engagement strategies and advisory-based input structures.

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.

For Goal 3, SGUSD defines a "material difference" as:

- a substantive change in service delivery model, scope, or frequency that affects access for students/families; and/or
- an expenditure variance of 10% or more at year end (mid-year variances are used as early indicators).

Material differences observed (2025–26)

Implementation-related material differences:

- Action 3.1 had a substantive implementation difference: SGUSD discontinued the CHKS Parent Survey and Parent Academy due to cost, inconsistent data, and low attendance, and shifted to alternative engagement measures (feedback/satisfaction surveys, advisory structures, workshop participation data). This is a material change in how the action is implemented and measured. The material difference between the budgeted and actual expenditures in Action 3.1 was 287%. The cost of the AERIES parent software and mailing supplies to ensure all parents receive correspondence account for the variance.

The actual expenditures exceeded the budgeted allocation by 87% due to an increase community engagement support. County Office of Education provided professional development, modeling and coaching to improve active community partner and student engagement at the Educational Advisory Committee.

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

SGUSD reviewed effectiveness using Goal 3 metrics (Dashboard and Aeries chronic absenteeism, translation request fulfillment, advisory participation, and family engagement measures), along with qualitative evidence from implementation.

Action 3.1 – Home to School Connections and Parent/Family Engagement
Partially Effective

This action was effective in maintaining family engagement structures, but participation levels remain uneven. Educational Advisory Committee parent participation increased from a baseline average of 20 to 19 in Winter 2026 after a higher level in 2024–25, while DELAC participation increased from 6 to 7. Although SGUSD continued to gather parent input through surveys and advisory committees, participation has not yet grown to the target levels identified in the LCAP. This indicates the action is functioning, but with only partial effectiveness in expanding and sustaining broad family engagement. This action was principally directed toward unduplicated students.

Metrics to measure progress include:

- Metric 2.1: Percentage of EL and SED

(disaggregated by subgroup) meeting/exceeding standards EL

- CAASPP ELA
- SED: ELA Yellow/ maintained
- EL:ELA Orange/ maintained
- FY: data not available due to small n-size

CAASPP Math

- Metric 2.2: Percentage of El and SED (disaggregated

by subgroup) meeting/exceeding standards Math CAASPP

- SED: Yellow/increased 3.7points
- EL: Yellow/increased 9.4 points

Action 3.2 – Provide Multilingual Parent/Family Communication
Effective

This action was effective in improving language access for families, especially English learner families. Interpretation fulfillment improved from 93.4% in Spring 2024 to 97% in Winter 2026. Parent responses to the SGUSD EL survey also remained strong: 100% of respondents in 2025 reported receiving timely and clear communication in a language they could understand, compared to a 93% baseline. These results indicate strong implementation and clear positive impact through multiple apps, in person interpretaion and phone conversations.

Action 3.3 – Parent and Family Engagement to Improve the College/Career Indicator
Partially Effective

This action was partially effective in supporting family awareness of college and career readiness pathways. Districtwide CCI improved from

50% Prepared in 2023 to 60.1% in 2025, but subgroup gaps remain for English learners and other student groups. Because the district continues to report lower readiness levels for specific subgroups, this action appears to be contributing to broader awareness and access, but not yet at the level needed to close readiness gaps for targeted pupils.

Dashboard CCI:

- SED: Orange/ declined 8.4%
- EL: Orange/ declined 3.2%
- FY: data not available due to small n-size

Action 3.4 – Improve Attendance Rate TK–8
Effective

This action was effective in reducing chronic absenteeism overall and for several unduplicated student groups. Dashboard chronic absenteeism improved from 19.9% in 2023 to 12% in 2025 for all students. Subgroup improvement included English learners from 17.4% to 12.2%, foster youth from 40% to 31.6%, and socioeconomically disadvantaged students from 23.6% to 14.2%. Local Aeries data also showed improvement, including foster youth declining from 25% in April 2024 to 8.3% in 2025–26 mid-year, and English learners declining from 10.6% to 6.1%. These data show strong evidence that attendance intervention systems are improving outcomes for unduplicated pupils.

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.

Based on analysis of 2025 Dashboard data, local attendance data, family engagement participation data, and implementation evidence from 2025–26, SGUSD will maintain Goal 3 and make the following action-level changes for 2026–27:

- Goal Description: Language was strengthened to align better with the goal (There were no changes in Actions 3.1, 3.2, 3.3 or , 3.4)
- Action 3.1: California Healthy Kids Parent Survey was replaced with SGUSD Parent Survey.
- Metric 3.5, 3.10 has been discontinued.
- Metric 3.14 was added.
- Action 3.1 – Home to School Connections and Parent/Family Engagement:

The action description will be revised to remove references to the CHKS Parent Survey and Parent Academy as primary implementation strategies, since those approaches were discontinued. California Healthy Kids Parent Survey was replaced with SGUSD Parent Survey. The action will instead emphasize district and site family engagement through advisory committees, workshops, feedback surveys, and more sustainable parent engagement structures. Related metrics and monitoring language will be updated to reflect the engagement tools actually being used.

- Action 3.2 – Provide Multilingual Parent/Family Communication:

The action will be refined to place greater emphasis on two-way verbal communication and follow-up with families. The district will continue to monitor fulfillment of simultaneous interpretation requests and will strengthen how family understanding and access are evaluated.

- Action 3.3 – Parent and Family Engagement to Improve the College/Career Indicator:

The action will be revised to clarify the targeted outreach and support provided to families of unduplicated pupils related to A–G completion, dual enrollment, college and career pathway awareness, and counseling access. The revised description will more clearly connect the action to subgroup gaps in college and career readiness and the intended parent engagement strategies used to address those gaps.

- Action 3.4 – Improve Attendance Rate TK–8:

The action will be refined to more explicitly describe the use of early identification, root-cause analysis, and targeted intervention for student groups with elevated chronic absenteeism. The revised language will also more clearly connect attendance supports to wellness and mental health coordination and emphasize differentiated supports for high-need student groups and school sites.

-Metric 3.5, 3.10 has been discontinued.

-Metric 3.6 updated and added student groups.

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	Home to School Connections and Parent/Family Engagement	SGUSD will ensure that parents of unduplicated youth have input on district-level decisions and resources. Increase and improve parent and family workshops designed to support engagement and home-school connections. This action will be measured by the following metrics: • SGUSD Parent Survey • Feedback and Satisfaction Surveys • Workshop Attendance and Participation Rates • Parent Academy Attendance • Educational Advisory Committee (EAC) • District English Learner Advisory Committee (DELAC) By systematically measuring these indicators and evaluation methods, SGUSD will be able to assess the effectiveness of their efforts to ensure unduplicated parents have input on district-level decisions and resources, as well as to increase and improve parent and family workshops designed to support true engagement and stronger home-school connections. This	$38,723.00	Yes

Action #	Title	Description	Total Funds	Contributing
		data-driven approach allows districts to identify strengths, address areas for improvement, and ultimately enhance parent engagement and collaboration in support of student success.		
3.2	Provide Multilingual Parent/Family Communication	Increase English learner parent and family engagement by employing and coordinating School Community Liaisons to facilitate meaningful verbal communication in Spanish, Mandarin, and Cantonese. Provide services in less commonly spoken languages for parents through contracted interpretation services. This action will be measured by the following two local metrics: • Percentage interpretation requests received and filled • Percentage of parents of Els who respond affirmatively to the following question, “I received timely and clear parent/family communication in a language I could understand.”	$281,173.00	Yes
3.3	Parent and Family Engagement to Improve the College/ Career Indicator	Raise the percentage of unduplicated students who meet the criteria for “Prepared” on the College and Career Indicator (CCIs) by increasing and improving student and parent education on the CCIs, developing a better understanding of the University of California and Cal State A-G course requirements, attain greater insight of Dual Enrollment, and refining academic counseling for unduplicated pupils. Close the achievement gap between student groups who score very high and student groups who score low on this indicator. This action’s impact will be measured by: • CA Dashboard College/Career indicator This action step was informed by the following 2023 CA Dashboard metrics: • College/ Career Indicator: (2023 CA Dashboard Medium level= All Students and Socioeconomically Disadvantaged) • College/ Career Indicator (2023 CA Dashboard): Low level English Learners, Hispanic, Homeless, Students with Disabilities These actions will create an opportunity to significantly increase CCI rates	$76,259.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for LI and EL students because they are designed to address their identified needs.		
3.4	Improve Attendance Rate TK-8	The Director of Student Services in collaboration with all sites to coordinate and monitor the ongoing development of an attendance intervention and support system marked by strong, positive relationships with families and an identification of root causes that result in poor school attendance. While this action focuses on engagement, it should be seen in tandem with Goal 1 and its focus on mental health and social emotional learning through an MTSS lens. Support will include: • Comprehensive attendance intervention system with parent/guardian outreach This action reflects increased and improved services because it provides additional support for EI, LI and FY whos are not attending school due to a wide array of root causes. This will be addressed through the identification of students, appropriate notifications for parents/guardians, and the leveraging of interventions and supports. The effectiveness of this action will be measured by the CA Dashboard Chronic Absenteeism items and local Aeries attendance reports. This action step was informed by the following 2023 CA Dashboard metrics: • District-wide-Chronic Absenteeism • All students RED at -19.9 DFS • Socio-economically disadvantaged RED at -23.6 DFS Site Chronic Absenteeism: Coolidge Elementary: • ALL: Red -23.5 DFS • English Learners: Red -33.3 DFS • Socio-economically Disadvantaged: Red -29.3 DFS	$370,303.00	Yes

Action #	Title	Description	Total Funds	Contributing
		McKinley Elementary: • All: Red -17 DFS • English Learners: All -14.5 DFS • Socio-economically Disadvantaged: Red -19.3 DFS Roosevelt Elementary: EL and Low Income Washington Elementary: • All Red: -24.4 DFS • Socio-economically disadvantaged:Red -28.3DFS Wilson Elementary: • All Red: -15.9 DFS • Socio-economically Disadvantaged: Red -24 DFS		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure Future-Ready Teaching and Learning Environments: Goal 4 is a Maintenance of Progress Goal focused on sustaining progress in LCFF state priorities that are not the central focus of other LCAP goals. SGUSD will continue to provide high-quality basic services, standards-aligned instruction, and access to a broad course of study while monitoring implementation and outcomes to ensure progress is maintained. Progress will be measured through indicators related to teacher assignment and credentials, instructional materials, facilities, implementation of state standards, and access to course offerings.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

San Gabriel Unified School District is committed to maintaining and strengthening future-ready teaching and learning environments that provide all students with equitable access to the conditions, resources, and opportunities necessary for success. SGUSD recognizes that strong academic and student wellness outcomes depend on foundational conditions for learning, including access to appropriately credentialed and assigned staff, standards-aligned instructional materials, instructional technology, safe and well-maintained facilities, and a broad course of study that prepares students for college, career, and life beyond graduation. Goal 4 reflects the district's commitment to sustaining these essential conditions while continuing to modernize learning environments to meet the needs of today's students.

This goal is aligned with SGUSD's Portrait of a Graduate, particularly the competencies of Creative Thinker, Communicator, Collaborator, Resilient, Empathic, and Global Citizen. SGUSD believes that students develop these competencies most effectively when they learn in classrooms that are well-staffed, technologically supported, standards-aligned, and designed to expand access to meaningful and engaging learning experiences. Future-ready learning environments are not limited to devices or facilities; they include the full system of supports that allows students to participate in rigorous instruction, build digital literacy, access a broad course of study, and prepare for an evolving world.

SGUSD's Dashboard local indicators and district data confirm the importance of this goal. In 2025, SGUSD reported Standard Met on local indicators related to Basic Services, Implementation of State Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study, reflecting continued district strength in core operational and instructional systems. District staffing data also show high levels of access to appropriately credentialed and assigned teachers, with 99% of teachers fully credentialed and appropriately assigned based on the most recent CalSAAS data and 98% based on the district's federal/TAMO-aligned internal measure. In addition, SGUSD

continues to maintain 100% student access to instructional technology devices, 100% access to a broad course of study, and 100% of facilities in good repair as measured by the Facility Inspection Tool.

At the same time, district data reinforce the need to sustain and refine these systems so that all students, especially unduplicated pupils and other student groups experiencing disparities, have equitable access to high-quality learning environments. SGUSD's 2025 Dashboard data show that while overall academic performance for All Students is strong, subgroup gaps remain in areas such as English Learner Progress, College/Career readiness, graduation, and chronic absenteeism. These patterns underscore the importance of maintaining strong foundational systems—qualified staff, instructional materials, technology access, standards implementation, and broad course access—so that targeted academic and wellness actions in other goals can be effectively implemented.

In response, SGUSD is committed to sustaining access to credentialed and effective educators, standards-aligned materials, instructional technology, safe facilities, and learning opportunities that support student readiness for the future. This includes continued investment in instructional materials, technology systems and support, Portrait of a Graduate implementation, recruitment and retention of high-quality staff, induction supports, and the maintenance of learning environments that allow students to fully participate in instruction. It also includes supporting schools and teachers in responding to changing instructional demands, including digital literacy and the responsible use of emerging technologies such as artificial intelligence.

SGUSD's commitment extends beyond compliance with operational requirements. Goal 4 reflects the district's belief that the conditions of learning must actively support innovation, equity, and access. Through sustained attention to staffing, curriculum resources, technology, facilities, and broad course access, SGUSD aims to ensure that every student experiences a learning environment that is safe, engaging, inclusive, and future ready.

By maintaining and strengthening these foundational conditions, SGUSD seeks to ensure that all students have equitable access to the teaching and learning environments necessary to succeed academically, develop Portrait of a Graduate competencies, and prepare for college, career, and meaningful participation in their communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Access to and Enrollment in a Broad Course of Study	Baseline 2023-2024 100% of students have full access to a broad course of study as defined by CA Ed Code 5120 and 51220(a)-(i) CALPADS Data year 2023-2024	Year 1 Outcome 100% of students have full access to a broad course of study as defined by CA Ed Code 5120 and 51220(a)-(i)	Year 2 Outcome 100% of students have full access to a broad course of study as defined by CA Ed Code 5120 and 51220(a)-(i)	Target for Year 3 Outcome Winter 2027 Maintain 100% access	Current Difference from Baseline: Maintained 100% access

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Percent of students who were assigned technology devices	Baseline Spring 2024 100%	Year 1 Spring 2025 100%	Year 2 Winter 2026 100%	Target for Year 3 Winter 2027 Maintain 100%	Current Difference from Baseline: Maintained 100%
4.3	Implementation of academic content and performance standards CA Dashboard Local Indicator Tool	Baseline 2023-2024: CA Dashboard Local Indicator Tool Implementation: 1. ELA: Full Implementation 2. Math: Full Implementation 3. History-Social Science: Full/Initial Implementation (depends on level) 4. English Language Development: Full Implementation 5. Next Generation Science Standards: Initial Implementation 6. Career Technical Education: Initial Implementation 7. Physical Education Model Content Standards: Initial/Full Implementation (depends on level) 8. World Language: Full/Initial (depends on the level) Implementation	Year 1 Outcome 2024-2025: CA Dashboard Local Indicator Tool Implementation: 1. ELA: Full Implementation 2. Math: Full Implementation 3. History-Social Science: Full/Initial Implementation (depends on level) 4. English Language Development: Full Implementation 5. Next Generation Science Standards: Initial Implementation 6. Career Technical Education: Initial Implementation 7. Physical Education Model Content Standards: Initial/Full	Year 2 Outcome 2025-2026: CA Dashboard Local Indicator Tool Implementation: 1. ELA: Full Implementation 2. Math: Full Implementation 3. History-Social Science: Full Implementation 4. English Language Development: Full Implementation 5. Next Generation Science Standards: Full/Initial Implementation 6. Career Technical Education: Ongoing Implementation 7. Physical Education Model Content	Target for Year 3 Outcome 2026-2027 CA Dashboard Local Indicator Tool Implementation: 1. ELA: Full implementation 2. Math: Full Implementation 3. History-Social Science: Full Implementation (depends on level) 4. English Language Development: Full Implementation 5. Next Generation Science Standards: Initial Implementation 6. Career Technical Education: Initial Implementation 7. Physical Education Model	Current Difference from Baseline: 1. ELA: Full implementation 2. Math: Full Implementation 3. History-Social Science: FullImplementation (depends on level) 4. English Language Development: Full Implementation 5. Next Generation Science Standards: Full/Initial Implementation 6. Career Technical Education: Initial Implementation 7. Physical Education Model Content Standards: Initial/Full Implementation (depends on level)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9. Health Education: Initial/Full (depends on level) Implementation 10. Visual and Performing Arts: Full Implementation	Implementation (depends on level) 8. World Language: Full/Initial (depends on the level) Implementation 9. Health Education: Initial/Full (depends on level) 10. Visual and Performing Arts: Full Implementation	Standards: Full Implementation 8. World Language: Full/Initial (depends on the level) Implementation 9. Health Education: Full implementation 10. Visual and Performing Arts: Full Implementation	Content Standards: Full Implementation 8. World Language: Full/Initial (depends on the level) Implementation 9. Health Education: Full Implementation 10. Visual and Performing Arts: Full Implementation	8. World Language: Full/Initial Implementation (depends on level) 9. Health Education: Full Implementation 10. Visual and Performing Arts: Full Implementation
4.4	Fully credentialed and appropriately assigned teachers CALSAAS Report	Baseline 2022-2023 CalSAAS Report 98% Fully credentialed and assigned teachers	Year 1 Outcome 2023-2024 CalSAAS Report 97% Fully credentialed and assigned teachers ELs: 97% FY: 97% SED: 97%	Year 2 Outcome 2024-2025 CalSAAS Report 99% Fully credentialed and assigned teachers ELs: 99% FY: 99% SED: 99%	Target for Year 3 Outcome 2026-2027 CalSAAS Report 99% Fully credentialed and assigned teachers ELs: 99% FY: 99% SED: 99%	Current Difference from Baseline: Increased 1% ELs: 99% FY: 99% SED: 99%
4.5	Fully credentialed and appropriately assigned teachers TAMO Report and Internal Metric based on CALSAAS Report and Federal Definitions	Baseline 2022-2023 TAMO Report and Internal Metric based on CALSAAS Report and Federal Definitions 96% Fully credentialed and assigned teachers	Year 1 Outcome 2023-2024 TAMO Report and Internal Metric based on CALSAAS Report and Federal Definitions 95% Fully credentialed	Year 2 Outcome 2024-2025 TAMO Report and Internal Metric based on CALSAAS Report and Federal Definitions 98% Fully credentialed	Target for Year 3 Outcome 2026-2027 TAMO Report and Internal Metric based on CALSAAS Report and Federal Definitions	Current Difference from Baseline: Increased 2% ELs: 97% FY: 97% SED: 97%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and assigned teachers ELs: 95% FY: 95% SED: 95%	and assigned teachers ELs: 98% FY: 98% SED: 98%	97% Fully credentialed and assigned teachers ELs: 97% FY: 97% SED: 97%	
4.6	Access to Standards-Aligned Instructional Materials Williams Textbook Sufficiency Report	Local Indicator Tool 2023-2024 Data Source: SGUSD Dashboard (Metric changed 2026 to use Williams Textbook Sufficiency Report) Williams Textbook Sufficiency Report – Sufficient instructional materials	Year 1 Outcome 2025 2024–25 Williams Textbook Sufficiency Resolution – Sufficient instructional materials	Year 2 Outcome 2026 2025-2026 Williams Textbook Sufficiency Resolution – Sufficient instructional materials	Target for Year 3 Outcome 2027 2026-2027 Williams Textbook Sufficiency Resolution – Sufficient instructional materials	Baseline: Changed in 2026 Baseline: Sufficient Current Difference from Baseline: Maintained No change-Standard Met
4.7	Facilities in “Good” Repair as measured by the Facility Inspection Tool (FIT)	Difference from baseline 2023-2024 100%	2024-2025 100%	Year 2 Outcome 2025-2026 100%	Target for Year 3 Outcome 2026-2027 100%	Current Difference from Baseline: Maintained Standard Met

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.

Overall Implementation (2025–26)

During 2025–26, SGUSD implemented Goal 4 to maintain and strengthen the conditions that enable future-ready teaching and learning, including: access to a broad course of study, instructional technology access, standards-aligned instructional materials, fully credentialed and

appropriately assigned staff, and facilities maintained in good repair. Implementation was supported through district systems (HR credentialing/assignment monitoring, instructional technology deployment and support, textbook sufficiency/Williams processes, and facilities maintenance systems).

Overall implementation was strongest in areas with established compliance and operational systems (e.g., device assignment processes, credentialing/assignment monitoring, Williams sufficiency reporting, and FIT processes). The most notable substantive differences in implementation were related to timing of purchases (e.g., supplemental instructional materials and/or device replacement cycles) and operational adjustments due to procurement timelines and/or shifting site needs.

Implementation by action (2025–26):

Action 4.1:Fully Implemented
Supplemental Standards-Aligned Instructional Materials (Contributing; Ongoing Implementation)
SGUSD fully implemented this action to ensure access to SBE-approved/CCSS-aligned supplemental instructional materials in core subject areas, with attention to unduplicated pupil instructional needs and areas identified through Dashboard achievement data. Mid-year monitoring indicates progress toward procurement and use of standards-aligned materials, with ongoing monitoring of access, teacher utilization, and instructional impact.

Action 4.2: Partially Implemented
SGUSD expanded development of the Portrait of a Graduate with notable contributions through the lens of the Superintendent's Student Advisory Council.

4.3 Fully Implemented

4.4 Partially Implemented
- Due to hard to fill positions that require specific credentials (such as Mandarin BCLAD) this action was not met fully.

4.5 Fully Implemented

4.6 Fully Implemented

4.7 Partially Implemented
- Due to hard to fill positions that require specific credentials (such as Mandarin BCLAD) this action was not met fully.

4.5 Fully Implemented

Portrait of a Graduate in Practice (Contributing; Ongoing Implementation)
SGUSD continued implementation of Portrait of a Graduate competencies across TK–12 through integration into curriculum/instruction and

professional learning supported by membership/training (e.g., Battelle for Kids/EdLeader21). Mid-year evidence indicates steady progress, increased integration into instructional practices and professional learning, and early evidence of increased student engagement/agency. Family/community engagement around Portrait of a Graduate remains an area for growth.

Successes experienced:
- Increased shared understanding of competencies across staff.
- Growing classroom integration and student engagement with competencies.

Challenges:
- Need for more consistent evidence collection across sites and stronger family/community engagement structures.

Action 4.3 — Facilities in Good Repair (Non-Contributing; Ongoing Implementation)
SGUSD maintained facilities in good repair as measured by FIT processes. Mid-year evidence indicates continued maintenance of facilities in good to exemplary condition.

Successes experienced:
- Continued maintenance of safe, functional learning environments.

Challenges/substantive differences:
- Facilities needs can be variable and responsive (e.g., unanticipated repairs), which may shift expenditures within the year.

Action 4.4 — Teachers and Administrators are Fully Credentialed and Effective (Contributing; Ongoing Implementation)
SGUSD implemented credentialing and assignment monitoring, recruitment supports, class size monitoring aligned to negotiated maximums, and continued participation as lead LEA for the San Gabriel Valley Consortium Teacher Induction Program. Mid-year evidence indicates teachers and administrators are appropriately credentialed and assigned, and class sizes are maintained within negotiated maximums.

Successes experienced:
- Strong credentialing/assignment compliance and stability.
- Continued induction support as a retention and effectiveness strategy.

Challenges:
- Ongoing recruitment/retention pressures in high-need areas (e.g., bilingual and special education) require continued attention, even when overall compliance rates remain high.

Action 4.5 —Access to Instructional Technology (Contributing; Ongoing Implementation)
SGUSD continued ensuring 100% access to instructional technology devices and support services, including site IT technicians and library media aides, connectivity supports, implementation of the District AI Roadmap/Guidelines, and digital literacy training.

Successes experienced:

- Sustained device access and site-based support structures.
- Continued expansion of digital literacy and AI-related guidance/training.

Challenges/substantive differences:
- Replacement/purchase cycles and procurement timing may result in mid-year underspending even when implementation is ongoing.

Action 4.6 — Access to Teachers and Staff for Continuation High School Students (Contributing; Ongoing Implementation)
SGUSD continued providing Del Mar HS with increased adult-to-student supports for students at risk of not graduating, with monitoring through local DMHS CCI-related measures.

Successes experienced:
- Continued staffing structures supporting individualized attention and progress monitoring for high-need students.

Challenges:
- Continued need to strengthen college/career readiness outcomes for the continuation setting, aligned to Equity Multiplier efforts (Goal 5).

Action 4.7 — Teachers' Base Salaries and Benefits (Non-Contributing; Ongoing Implementation)
SGUSD continued providing base salaries and benefits to ensure students are taught by appropriately assigned and fully credentialed teachers. This action supports stability and staffing capacity districtwide.

Successes experienced:
- Supports educator stability and retention, which benefits instructional continuity.

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.

There is only one action that has a material difference:

Action 4.4 was 111% expended due to the increase in staff and salary increases.

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

Effectiveness was assessed using the CA Dashboard.

Action 4.1 - Partially Effective Metric 4.1
100% of students had access to a Broad Course of Study.
Street data colleciton is being reviewed to capture the impact of action 4.1 in 2026-2027, by the leadership of the the students of the EAC.
This actio was partially effective in maintaining equitable accee to a broad course of study and supporting student engagement. THe District

maintained 100% access to a broad course of study while increasing the percentage of fully credentialled and appropriately assigned teachers from 98% to 99%, including 99% for English Learners, Foster Youth, and socioeconomically disadvantaged students. Student absenteeism also inproved from the 2023 baseline, decreasing from 10.93% to 6.78% for all students, 10.22% to 7.94% foe SED, 8,87% to 8% for EL and 3.85% to 3% for HY, however, CCI results show that additional supports are needed to improve CCI readiness (Read data below).

Action 4.2 - Somewhat Effective
Evidence: CCI Indicator

All- Dashboard Yellow/ 60.1% Prepared
SED-Dashboard Orange/ 53.4% Prepared
EL-Dashboard Orange/ 28.4%Prepared
DMHS college and career declined 6.7% in 2025
FY-Dashboard No color available. Street data colleciton is being reviewed to capture the impact of action 4.2 in 2026-2027

Action 4.3 -Effective
Evidence: FIT results indicate facilities maintained in good repair, supporting safe learning environments.

Action 4.4 -PartiallyEffective
Evidence: Metrics to measure progress of action 4.4 include:

- 4.4 Fully credentialed and appropriately assigned teachers CALSAAS Report
- 4.5 TAMO Report and Internal Metric based on CALSAAS Report and Federal Definitions
- TAMO Report and Internal Metric based on CALSAAS Report and Federal Definitions 98% Fully credentialed and assigned teachers
- ELs: 98% served by fully credentialed and assigned teachers
- FY: 98% served by fully credentialed and assigned teachers
- SED: 98% served by fully credentialed and assigned teachers

Action 4.5 - Effective
Evidence: Device assignment maintained at 100% with continued support services and digital literacy training.

Action 4.6 -Effective
This action was effective in increasing access to qualified teachers and staff for students at DMHS from 2022-23 baseline to 24-25, the percentage of fully credentialed and appropriately assigned teachers from 98% to 99%, including 99% for Els, SED, and FY. During the same period, the highschool dropout rate decreased from 5.3% to 3.4% for ALL students, 5.5% to 0.9% for SED, 7.8% to 0.6% foe EL, and 15% to .8% for HY. FY dropot data was unaavailable due to the small student population. These results indicate that increased access to qualified staff supported improved student persistence toward graduation.
Evidence: Increased staffing supports continuation students; effectiveness should continue to be monitored using DMHS-specific outcome measures tied to graduation/CCI readiness.
DMHS college and career declined 6.7% in 2025. This my be associated with adminstrative staffing changes and will be monitored. Street

data colleciton is being reviewed to capture the impact of action 4.6 in 2026-2027, by the leadership of the the students of the EAC.

Action 4.7 -Maintained (non-contributing foundational action)
Evidence: Supports staffing stability and ensures instruction is delivered by appropriately assigned staff.

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.

The explanation of why Goal 4 was developed has been updated to create grated alignment within SGUSD priorities. Goal 4 ensures human resource equity, material resource stability, and equitable student academic outcomes.

Based on 2025–26 implementation evidence, SGUSD will maintain Goal 4 and refine implementation as follows:

Strengthen monitoring of procurement-to-implementation (Actions 4.1 and 4.5)

- Clarify timelines for purchasing, distribution, training, and classroom implementation.

Increase evidence collection for Portrait of a Graduate implementation (Action 4.2)

- Define common implementation artifacts (lesson examples, student reflection tools, rubric use, walkthrough look-fors).
- Expand family/community engagement strategies to strengthen shared understanding of competencies.

- Continue targeted recruitment in high-need areas and monitor staffing stability at sites serving higher proportions of unduplicated pupils.

Continue facilities monitoring and proactive maintenance planning (Action 4.3)

- Maintain FIT-aligned monitoring and prioritize preventive maintenance to reduce emergency repair variances.

4.4 The title of Action 4.4 was revised.

4.6- No changes.

4.4, 4.5 and 4.6 see notes

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	Supplemental Standards aligned Instructional Material	Ensure access to SBE-approved/CCSS-aligned supplemental instructional materials in core subject areas in support of a broad course of study for low income students' and English Learners' instructional needs. SGUSD's procurement and implementation of standards-aligned instructional materials across all grade levels and subject areas will ensure alignment with state academic standards and curriculum frameworks, thereby providing teachers with the necessary resources to deliver high-quality instruction that supports student learning and is responsive to the District's CA Dashboard achievement data.	$25,000.00	Yes
4.2	Portrait of a Graduate in Practice	SGUSD will increase the integration of Portrait of a Graduate competencies into instruction, student reflection, and learning experiences across TK–12, with targeted attention to expanding access for English Learners, and low-income students. The Portrait of a Graduate (PoG) represents a collective vision of the knowledge, skills, and competencies (Creative thinker, Collaboration, Communication, Empathy, Resilient, Global Citizen) that TK-12 students need to succeed in college, career, and life beyond the classroom. The PoG is principally directed to unduplicated pupils and will encompass the following components: • Integration into curriculum and instruction • Professional learning for teachers, administrators, staff, and parents • Student engagement and empowerment as active participants in their own learning and development of the competencies • Family and community engagement to support the competency development in all students Battelle for Kids/Ed Leader21 (Portrait of a Graduate) membership, training, and support.	$2,823.00	Yes
4.3	Facilities in Good Repair	SGUSD will keep facilities in good repair to create equitable and inclusive learning environments for all students. The Assistant Superintendent of Business Services will ensure all facilities are maintained and determined to be in good to exemplary condition as measured by the Facilities Inspection Toolkit (FIT) report.	$151,631.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Teachers and Administrators are Fully Credentialed and Effective	SGUSD will operate optimal class ratios (at or below negotiated maximum numbers as per collective bargaining agreements). This is an increased service for unduplicated students. • SGUSD will continue to serve as the lead Local Education Agency (LEA) for the San Gabriel Valley Consortium, Teacher Induction Program and provide Induction support and credentialing to all SGUSD preliminary teacher credential holders. The effectiveness of the three components of this action will be measured by: the percentage of highly qualified teachers and administrators employed by the district; and by the accreditation status of the San Gabriel Valley Consortium Induction Program.	$2,327,937.00	Yes
4.5	Access to Instructional Technology	The Assistant Superintendent of Educational Services, with support from the Director of Educational and Informational Technology, the District Librarian, and the site principals will increase access to instructional technology and support services for students, with a specific focus on addressing the needs of unduplicated pupils. This action includes: • Site IT technicians and library media aides to provide support for students, teachers, staff, and parents • Access to computer devices such as laptops or tablets for use both in the classroom and remote learning environments • Internet connectivity to address the digital divide for unduplicated pupils • The implementation of the District's AI Roadmap and AI Guidelines • Digital literacy training (i.e., artificial intelligence, google classroom, clever, etc.) • Systematic new purchases of Technology devices, equipment, AI tools, and services to provide equitable access to unduplicated pupils and safeguard the integrity of student information and work	$873,892.00	Yes
4.6	Access to Teachers and Staff for	Del Mar High School provides students who are at risk of not graduating from high school with high adult to student ratios to improve unduplicates pupil graduation rates. The impact of this increased service is measured	$574,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Continuation High School Students	by the percentage of DMHS students who graduate college and career ready as per the local DMHS CCI Indicator.		
4.7	Teachers' Base Salaries and Benefits	This action will provide all students with teachers that are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.	$32,426,020.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier Plan for Del Mar High School - Improve the stability rate of students at Del Mar High School through increased and improved opportunities for high levels of student engagement and equitable access to meet graduation requirements. By June 2027, Del Mar High School will improve the stability rate of students by increasing student engagement, strengthening access to wellness and academic supports, and expanding equitable opportunities for students to meet graduation requirements and prepare for postsecondary success.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

San Gabriel Unified School District is committed to using Equity Multiplier funding to provide additional, evidence-based supports at Del Mar High School, the district's identified Equity Multiplier goal. SGUSD recognizes that continuation high school students often face significant barriers to school success, including instability, interrupted schooling, attendance challenges, credit deficiency, and unmet wellness needs. Goal 5 reflects the district's commitment to improving stability, engagement, and equitable access to graduation requirements for students at Del Mar High School through targeted supports designed to address the school's unique context and student needs.

This goal is aligned with SGUSD's Portrait of a Graduate, particularly the competencies of Resilient, Empathic, Communicator, and Collaborator. SGUSD believes that students at Del Mar High School must have access to learning environments and support systems that build stability, connection, and hope for the future. Because continuation school students often need more intensive academic, behavioral, and wellness supports, the Equity Multiplier goal is designed to provide a more focused response to the barriers that affect student persistence and postsecondary readiness.

SGUSD's local data confirm the importance of this goal. Del Mar High School was identified to receive Equity Multiplier funding pursuant to Education Code 42238.024, and district data show that Del Mar serves a student population with elevated levels of need. In 2023–24, Del Mar's student stability rate was 43.8%, reflecting substantial student mobility and enrollment fluctuation. In addition, 82.9% of Del Mar students are socioeconomically disadvantaged, significantly higher than many other schools in the district. Local and state data also show continued need in graduation and college/career readiness outcomes. Del Mar's 4-year adjusted cohort graduation rate and local college and career readiness indicators show that many students need intensified support to remain engaged, recover credits, and meet graduation requirements. These conditions reinforce the need for additional site-specific supports that go beyond the district's general education program.

The 2025 CA Dashboard provides limited student subgroup information due to the low overall enrollment (36 students) at Del Mar High School. No student subgroup data is available for academic indicators in 2025. In the area of Academic Engagements, 86.7% graduated. This was an increase of 6.4%over the previous year's data.

This goal was also informed by educational partner input gathered through Del Mar's School Site Council, student survey feedback, Educational Advisory Committee participation, faculty data analysis, and site planning sessions. For the 2026-2027 LCAP development cycle, Del Mar High School's School Site Council met on May 15, 2026. Students, staff, and community school partners identified the importance of stronger wellness supports, more consistent adult connection, and greater access to interventions that help students stay connected to school and make progress toward graduation.

In response, SGUSD is using Equity Multiplier funding to strengthen the systems of support at Del Mar High School, including the implementation of the Del Mar Wellness Center as a centralized hub for student wellness and connection. Through this action, students have increased access to mental health and wellness services, including individual check-ins, needs assessments, small-group support, campus wide wellness activities, and coordinated interventions responsive to student needs. These supports are intended to improve student stability, strengthen school connectedness, and increase students' ability to persist in school and meet graduation requirements.

SGUSD's commitment extends beyond a single intervention. Goal 5 reflects the district's broader effort to ensure that Del Mar students experience a continuation high school setting that is supportive, relationship-based, and responsive to the barriers they face. The district will continue to monitor the implementation and effectiveness of Equity Multiplier-funded services and use local data to refine supports over time.

By focusing Equity Multiplier resources on student stability, wellness, and equitable access to graduation supports at Del Mar High School, SGUSD aims to improve outcomes for students who have historically experienced the greatest barriers to success and ensure they are supported in completing high school with meaningful next-step options.

Progress toward this goal will be measured through state and local indicators including student stability rate, staffing ratios, graduation and suspension rates, and Del Mar High School college and career readiness measures.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Stability Rate DataQuest	Baseline 2022-2023 37.1%	Year 1 Outcome 2023-2024 43.8%	Year 2 Outcome 2024-2025 46.2%	Target for Year 3 Outcome 2025-2026 Maintain or Improve from 2023-2024	Current Difference from Baseline 2024 +increased 9.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Local Staffing Data Ratio of Teachers to Students	Baseline 2023-2024 5:46	Year 1 Outcome 2024-2025 5:36	Year 2 Outcome 2025-2026 5:44	Target for Year 3 Outcome 2026-2027 Maintain or Improve 5:46	Current Difference from Baseline 2024 -2 students from Baseline
5.3	CALPADS 2023-2024 Ratio of Admin Staff to Students	Baseline 2023-2024 1:46	Year 1 Outcome 2024-2025 1:36	Year 2 Outcome 2025-2026 1:44	Target for Year 3 Outcome 2026-2027 Maintain Principal at DMHS	Current Difference from Baseline 2024 -2 students
5.4	DataQuest 2023-2024 DMHS 4 year Adjusted Grad Rate	Baseline 2023-2024 81%	Year 1 Outcome 2024-2025 79.3%	Year 2 Outcome 2025-2026 82.4%	Target for Year 3 Outcome 2025-2026 Maintain or Improve 4 year Adjusted Grad Rate 81%	Current Difference from Baseline 2024 +1.4%
5.5	DMHS College and Career Indicator “CCI”	Baseline 2023 0%	Year 1 Outcome 2024-2025 3.4%	Year 2 Outcome 2025-2026 6.7%	Target for Year 3 Outcome 2025 Increase to 10% or greater	Current Difference from Baseline 2024 +6.7%

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.

Overall implementation (2025–26):

During 2025–26, SGUSD implemented the Equity Multiplier Focus Goal for Del Mar High School by prioritizing evidence-based supports designed to improve student stability, engagement, and access to graduation and college/career readiness pathways. Implementation centered on strengthening Del Mar’s capacity to address barriers commonly experienced by continuation high school students—such as mobility, attendance challenges, mental health needs, and credit deficiency—through expanded wellness supports and coordinated interventions.

SGUSD reports the primary Equity Multiplier action (Wellness Center) as fully implemented, with ongoing mental health services delivered

through a combination of individual check-ins, assessments, targeted workshops, and small-group interventions. Implementation has emphasized timely access to supports and a consistent on-campus hub for student wellness.

Implementation of actions (Goal 5):

Action 5.1 — Wellness Centers (Non-Contributing; Fully Implemented
SGUSD fully implemented the Del Mar High School Wellness Center as a centralized support hub providing mental health and wellness services. At mid-year, implementation includes:

- Individual student check-ins and needs assessments
- Small-group interventions (e.g., grief support, emotional regulation, coping skills)
- Campus-wide workshops (e.g., stress management, mindfulness, healthy decision-making)
- Coordination with Pacific Clinics staff and the Wellness Center Coach
- Ongoing monitoring of student needs to adjust supports and provide timely interventions

Implementation successes experienced:

- Establishment of a consistent, accessible wellness hub on campus.
- Expanded range of services and structured group supports aligned to student needs.
- Evidence of improved student engagement in school connected to increased access to wellness supports (as reported qualitatively in the mid-year narrative).

Implementation challenges experienced:

- Continuation students' needs can be high and variable; sustaining intensity of supports requires ongoing staffing stability and consistent referral/follow-up routines.
- To strengthen compliance and evaluation, the district should ensure that Wellness Center participation and service delivery are consistently documented (e.g., service logs, unduplicated counts, service frequency), and that these data are connected to the Goal 5 metrics.

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.

There are no material differences.

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

SGUSD assessed effectiveness using Goal 5 metrics (stability rate, staffing ratios, administrative ratios, graduation rate, and DMHS CCI) and implementation evidence (service delivery and participation).

Action 5.1 -Effective

Action 5.1 is considered effective because it was fully implemented and provides evidence-based wellness and mental health supports that are directly aligned to the barriers impacting stability and engagement at a continuation high school. The Wellness Center structure increases access to timely interventions and creates consistent adult connections, both of which are associated with improved engagement and persistence for highly mobile and high-need students.

Indicators of effectiveness include:

- Stability rate trends (Goal 5, Metric 5.1) +increased 9.1%
- Graduation rate (Goal 5, Metric 5.4)Current Difference from Baseline 2024 +1.4%
- DMHS CCI progress (Goal 5, Metric 5.5)
- Student/staff feedback on wellness access and school connectedness (local surveys or CHKS where applicable)

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

Changes:

Metrics: 5.2, 5.3, 5.4, 5.5:

- Updated this school year for Year 1 Outcome

Based on 2025–26 implementation evidence and the material expenditure variance, SGUSD will maintain Goal 5 and strengthen implementation and monitoring as follows:

1. Sustain Wellness Center implementation with clearer service definitions
   - Define minimum service components (e.g., number of group cycles per semester, workshop cadence, referral-to-service timelines).
   - Clarify roles/responsibilities for Wellness Center staff and contracted partners to ensure continuity and coverage.

2. Strengthen outcome monitoring tied to Goal 5 metrics
   - Implement a consistent tracking system for Wellness Center service delivery (students served, type of service, frequency, follow-up) and align monitoring to stability, attendance, and graduation/CCI indicators.
   - Add regular review cycles (e.g., monthly or quarterly) to connect wellness implementation to stability and graduation progress.

3. Improve budget forecasting for expanded wellness supports
   - Adjust future projections to reflect the actual cost of sustaining the Wellness Center model (staffing, contracts, materials, and workshop programming), reducing the likelihood of repeated material variances.

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
5.1	Wellness Centers	The Del Mar High School Wellness Center will address the unique needs of students facing socioeconomic and educational challenges. This action focuses on fostering an inclusive and supportive environment that prioritizes the mental health and well-being of every Del Mar High School Student. The Del Mar High School Wellness Center will serve as a central hub where students can access a range of services tailored to their individual needs. The Wellness Center will target programs and interventions aimed at promoting the following: • Emotional resilience and regulation • Building coping skills • Providing support for students with mental health issues • Counseling services • Mindfulness practices	$105,710.00	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
$12,387,280	$1,211,209

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
24.313%	0.000%	$0.00	24.313%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Social and Emotional Health Support **Need:** Socioeconomically disadvantaged students and English Learners are disproportionately affected by trauma, stress, and instability, which negatively impact attendance, engagement, and academic outcomes. In 2023, 6% of socioeconomically disadvantaged	This action is principally directed to Low Income students and English learners with mental health needs. This action addresses the needs these pupils by ensuring timely access to social-emotional and mental health supports that directly impact their ability to attend school, engage in learning, and achieve academically. By providing counseling services free of charge and maintaining a 100%	Metrics to measure progress of 1.2 include: • Metric 1.7 TK-5 Classrooms with regularly scheduled Social-Emotional Learning • Metric 1.10 Maintain the

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
	(SED) students were identified or referred for counseling services, all of whom were successfully connected to school-based mental health (SBMH) supports free of charge. This demonstrates both the ongoing need and the district's capacity to connect students with vital services. Without sustained investment in social-emotional and mental health services, Socioeconomically disadvantaged students and English Learners students remain at risk of chronic absenteeism, disengagement, and lower academic achievement, as reflected in Dashboard indicators. These students need timely, accessible, and culturally responsive supports that build resilience, foster a sense of belonging, and remove barriers to learning. Action 1.2 addresses this need by maintaining 100% successful referrals to SBMH services and expanding access to social-emotional learning opportunities, ensuring that Socioeconomically disadvantaged students and English Learners receive the comprehensive supports necessary to thrive academically and personally free of charge. This demonstrates both the ongoing need and the district's capacity to connect students with vital services. Without sustained investment in social-emotional and mental health services, Socioeconomically disadvantaged students and English Learners students remain at risk	successful referral rate to School-Based Mental Health (SBMH) services, SGUSD ensures that socioeconomically disadvantaged students, English Learners excluded from critical supports due to cost or access barriers. These services build resilience, strengthen coping skills, and foster a sense of belonging that is especially important for students facing trauma and instability. Because Low Income students and English learners are enrolled across every SGUSD school and social-emotional needs exist districtwide, this action is implemented LEA-wide to guarantee equitable access to supports for all students while prioritizing those with the greatest need. While principally directed for Low Income students and English learners, this action benefits all students needing this tiered support experiencing homelessness are not excluded from critical supports due to cost or access barriers. These services build resilience, strengthen coping skills, and foster a sense of belonging that is especially important for students facing trauma and instability. This action is implemented LEA-wide to guarantee equitable access to supports for all students while prioritizing those with the greatest need. , this action is being provided on an LEA-wide basis to maximize the impact Tier II and Tier III social and emotional health interventions will have on for all students.	100% successful referral of students to School-Based Mental Health (SBMH) services • Metric 1.1. Based on Elementary Teacher Active User data at Wayfinder Dashboard in 2024-25, 25% of TK-5 classrooms with have regularly scheduled social-emotional learning time. 100% successful referral of students to School-Based Mental Health (SBMH) services, no students wanting mental health support denied in 2024-25.

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
	of chronic absenteeism, disengagement, and lower academic achievement, as reflected in Dashboard indicators. These students need timely, accessible, and culturally responsive supports that build resilience, foster a sense of belonging, and remove barriers to learning. Action 1.2 addresses this need by maintaining 100% successful referrals to SBMH services and expanding access to social-emotional learning opportunities, ensuring that Socioeconomically disadvantaged students and English Learners receive the comprehensive supports necessary to thrive academically and personally. **Scope:** LEA-wide		
1.4	**Action:** Positive Climate and Culture **Need:** Low-income students and English learners, experience greater risk of disconnection from school when learning environments do not consistently feel safe, supportive, and inclusive. Local survey data show areas of concern related to school climate and access to support. In 2023, 14.7% of parents disagreed or strongly disagreed that their child knows where to go for social-emotional help, and 15% of staff disagreed or strongly disagreed that they feel safe in their school or department environment. Student survey results also indicate a need to strengthen	Action 1.4 is principally directed toward low-income students and English learners. Increasing or improving services beyond the core Tier 1 climate and culture supports available to all students. While all students benefit from a positive school climate, this action provides additional targeted supports for unduplicated pupils who face greater barriers to connection, attendance, and engagement. These increased or improved services include expanded access to counselors, clinicians, and relationship-based student support structures that provide individualized and small-group support, targeted social-emotional assistance, and increased adult connection for students with elevated needs. The action also strengthens staff	Metrics to measure progress of 1.4 progress include: • Metrics1.5 & 1.6 Parent and Staff Surveys (Goal 1, Metrics 5 and 6). • Metrics 1.1, 1.2, 1.3, CHKS Survey SEL participation, School Climate Survey results. • Goal 3, Metrics 3.1 and/or 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
	school connectedness, belonging, and perceptions of safety. These conditions create heightened barriers for Socioeconomically disadvantaged students and English Learners , who are more likely to experience stress, instability, trauma, and limited access to outside supports. When these students do not experience a strong sense of safety and connection at school, they are at increased risk for chronic absenteeism, disengagement, and lower academic outcomes. Action 1.4 was developed to provide additional and more intensive climate, connection, and wellness supports beyond the universal Tier 1 environment for unduplicated pupils whose needs require targeted intervention and relationship-based support. **Scope:** LEA-wide	capacity to identify and respond to the needs of unduplicated pupils through training and coordinated practices that support safety, belonging, and responsiveness to trauma and instability. This action is provided on an LEA-wide basis because unduplicated pupils with these needs are enrolled across the district, and providing the service districtwide is the most effective way to ensure that identified students at every school can access timely, consistent, and targeted support beyond the universal program. The district expects this action to improve outcomes for unduplicated pupils by strengthening school connectedness, increasing access to wellness supports, and reducing barriers associated with absenteeism and disengagement.	(Chronic Absenteeism – Dashboard/Aeries) to monitor engagement impacts, since school connectedness and climate are closely linked to attendance. • CHKS 25-26 data • CHKS 1.1 Secondary Students Reporting School Safety ALL (68%) / EL (69%) / SWD (76%) • CHKS 1.2 Elementary Students Reporting School Safety ALL (84%) • CHKS 1.3 Secondary Students Reporting School Connectedness ALL (61%) / EL (61%) / SWD (58%)

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
2.1	**Action:** TK-12 District-wide MTSS Tiered Intervention **Need:** Dashboard data demonstrates persistent achievement gaps in ELA and Math for SGUSD's unduplicated pupil groups (low-income students and English Learners]). For example, 2023 CAASPP results show English Learners at –54.4 DFS in Math districtwide. 2023 CAASPP ELA All: +18.4 EL: -35.1 LI: -1.8 2023 CAASPP Math All: -12.1 EL: -54.4 LI: -33.4 Educational partners noticed the disparity of outcomes in the Educational Advisory Committee Meetings (EAC). To address these needs, educational partner feedback suggests that SGUSD must ensure that all teachers are prepared to integrate language development by implementing Designated/Integrated ELD with Fidelity, using GLAD strategies, and Ellevation data and lesson resources.	ULow-income students and English Learners in SGUSD experience the largest achievement gaps in ELA and Math, as evidenced by the 2023 CA Dashboard and CAASPP data. These students often face systemic barriers such as unfinished learning from the COVID-19 pandemic, limited access to supplemental academic support, and the need for specialized instructional strategies that address both language development and core academics. Action 2.1 directly addresses these needs by expanding access to Tier II and Tier III interventions provided by district Math and ELA Interventionists, increasing small-group and individualized instruction, and strengthening Tier I instruction through coaching and modeling for teachers. These services are specifically designed to accelerate learning for Socioeconomically disadvantaged students and English Learners by ensuring timely, data-informed interventions that target gaps before they widen further. Action 2.1 is implemented on an LEA-wide basis to ensure equity of access for all UDPs, regardless of school site. Because Socioeconomically disadvantaged students and English Learners are enrolled across every SGUSD school, a districtwide model ensures that the MTSS framework, intervention specialists, and data-driven instructional practices are available consistently to every student who needs them. While 2.1 is primarily directed at serving unduplicated pupil groups, these actions are being provided on an LEA-wide basis to maximize the	Metrics to measure progress of 2.1 progress include: • Metric 2.2: % ofSocioeconomically disadvantaged students and English Learners (disaggregated by subgroup) meeting/exceeding standards ELA CAASPP • Metric 2.3: % ofEl and SED (disaggregated by subgroup) meeting/exceeding standards MATH STAR • Metric 2.4: % of UDPs (disaggregated by subgroup) meeting/exceeding standards Math CAASPP

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
	These outcomes reveal that these student groups are disproportionately underperforming and require targeted, sustained interventions beyond what is provided to all students. Action 2.1 is a contributing action because it provides increased and improved services forSED and EL students by embedding additional Tier II and Tier III interventions, delivered by specialized Math and ELA Interventionists, and strengthening Tier I instruction through coaching and data-driven practices. Funded in part by Learning Recovery Emergency Block Grant (LREBG) resources, this action specifically addresses the barriers UDPs face, including unfinished learning from the COVID-19 pandemic, limited access to high-quality interventions outside of school, and the need for instructional strategies that accelerate both language development and academic achievement. **Scope:** LEA-wide	impact of tiered interventions for all students including Hispanics and Students with Disabilities.	
2.2	**Action:** MTSS Supplemental Professional Learning Opportunities **Need:** San Gabriel Unified's low-income students and English Learners, consistently demonstrate lower performance in ELA and Math compared to their peers, as evidenced by 2023 CA	This action equips SGUSD educators with the training and tools to deliver high-quality, data-driven instruction and targeted interventions that directly benefit low income students and EnglishLearners who show the greatest gaps in ELA and Math achievement. By building teacher capacity to implement the MTSS framework with fidelity (including differentiated strategies, small-group supports, and language development	Metrics to measure progress 2.2 include: • Metric 2.2: Percentage of Socioeconomically disadvantaged students and English Learners (disaggregated

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
	Dashboard and CAASPP data. For example, English Learners scored –54.4 DFS in Math districtwide and –85.2 DFS in ELA at Gabrielino High School, while socioeconomically disadvantaged students also underperformed in the Orange or Red performance levels. These outcomes point to systemic inequities in access to effective, research-based instruction and targeted interventions. low-income students need teachers and staff who are equipped with the knowledge and tools to implement the California MTSS framework with fidelity. Professional learning opportunities focused on data-driven instruction, differentiated strategies, small-group intervention, language development supports, and social-emotional learning are essential to addressing the complex barriers that low-income students face. Without sustained, high-quality professional development, the district cannot ensure that Tier I instruction and Tier II/III interventions are consistently delivered in ways that close opportunity and achievement gaps. **Scope:** LEA-wide	scaffolds) Socioeconomically disadvantaged students and English Learners students receive more effective Tier I, II, and III services. Because Socioeconomically disadvantaged students and English Learners are enrolled at every school site and make up a majority of the district's population, professional learning is provided LEA-wide to ensure consistent implementation, equitable access to supports, and coherent practices across the system. While 2.2 is primarily directed at servingLow Income students and English Learners, this action is being provided on an LEA-wide basis to maximize the impact consistent implementation will have on tiered interventions for all students. .	by subgroup) meeting/exceeding standards ELA CAASPP • Metric 2.3: Percentage of Socioeconomically disadvantaged students and English Learners (disaggregated by subgroup) meeting/exceeding standards MATH STAR • Metric 2.4: Percentage of Socioeconomically disadvantaged students and English Learners (disaggregated by subgroup) meeting/exceeding standards Math CAASPP • Metric 2.5: English Learner Progress Indicator (ELPI)
2.5	**Action:** Supplemental language support for 5th-12th grade Long Term English Learners (LTELs) **Need:**	This action directly addresses the needs of English Learners by providing targeted supports aligned to the ELD standards, including integrated and designated ELD instruction, academic vocabulary development, and interventions designed to	The metrics to measure progress include: • Metric 2.5 English Learner Progress Indicator

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
	California Dashboard data show that English Learners (ELs) in SGUSD continue to perform significantly below their peers in both ELA and Math, with 2023 CAASPP results reflecting –54.4 DFS in Math districtwide. 2023 CAASPP ELA All: +18.4 EL: -35.1 LI: -1.8 2023 CAASPP Math All: -12.1 EL: -54.4 LI: -33.4 Educational patners noticed the disparity of outcomes in the Educational Advisory Committee Meetings (EAC). To address these needs, educational partner feedback suggests that SGUSD must ensure that all teachers are prepared to integrate language developmen tby using GLAD strategies and Ellevation resources. **Scope:** LEA-wide	accelerate both language acquisition and content mastery. These services ensure that ELs build the language skills needed to succeed in core subjects, reduce the risk of becoming Long-Term English Learners, and increase access to college and career readiness pathways. Because English Learners are enrolled at every SGUSD school, implementing this action on an LEA-wide basis ensures equitable access to consistent, research-based practices and interventions across all sites, providing coherence and equity for every EL student in the district.	• Metric 2.6 English Learner Reclassification Rates • Metric 2.10 Annual Reclassification Rate of LTELs • Metric 2.2 CAASPP ELA Metric 2.4CAASPP Math
2.6	**Action:** English Language Development (ELD) Professional Development for all Teachers **Need:** English Learners in SGUSD continue to face persistent challenges in language acquisition	This action directly addresses the needs of English Learners across the district by equipping all SGUSD teachers with the skills to embed both designated and integrated ELD strategies into daily instruction. With only 47.4% of ELs showing progress on the ELPI, it is critical that every teacher, regardless of content area, is prepared to	Metrics to measure progress include: • 2.5 English Learner Progress Indicator (ELPI): % of EL students making progress

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 academic achievement. On the 2023 English Learner Progress Indicator (ELPI), only 47.4% of ELs demonstrated progress toward English proficiency, leaving more than half of EL students not making adequate yearly gains. In addition, 2023 CA Dashboard data show ELs performing at –54.4 DFS in Math and –85.2 DFS in ELA, with many students remaining in the Orange and Red performance levels. These outcomes, combined with a high percentage of students becoming Long-Term English Learners (LTELs), highlight that many ELs across San Gabriel USD (district-wide) are not reclassifying in a timely manner and are at risk of falling further behind in both language and content mastery. To address these needs, educational partner feedback suggests that SGUSD must ensure that all teachers are prepared to integrate language development. **Scope:** LEA-wide	support language acquisition alongside academic learning. Professional development provides teachers with tools to explicitly teach academic vocabulary, scaffold complex texts, and use data to accelerate English proficiency .Additionally, this action provides professional development to support teachers of LTELs, who require specific instructional supports to recalssify. This action is implemented LEA-wide because English Learners are enrolled at every school site in San Gabriel Unified. Providing consistent instructional supports, professional development, and resources across the LEA ensures equity of access and coherence in instructional practices for all EL students, regardless of which school they attend. An LEA-wide approach also allows SGUSD to build the capacity of all teachers to integrate designated and integrated ELD strategies, which benefits not only English Learners but also low-income students and foster youth who may need additional language, literacy, and academic supports. By implementing this action across the district, SGUSD maximizes its impact in meeting the diverse needs of students while advancing progress toward mastery of state standards and English language proficiency.	toward English language proficiency (state Dashboard). • 2.6 Reclassification Rate: % of EL students reclassified as Fluent English Proficient (RFEP) annually. • 2.1 & 2.2 CAASPP ELA and Math (EL subgroup): % of EL students meeting or exceeding standards. • 2.3 & 2.4 Local Benchmark Assessments: % of ELs showing growth in reading, writing, and academic vocabulary (e.g., STAR and/or other district local assessments).
2.7	**Action:** Visual And Performing Arts (VAPA) **Need:**	2024-2027, VAPA Education will improve student academic growth for unduplicated pupils throughout SGUSD by focusing on three areas:	Metrics to measure progress include: • Percent of elementary

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
	In SGUSD, 68.1% of students are socioeconomically disadvantaged, and data confirm that low-income students, English Learners (ELs) often have limited access to arts opportunities outside of school due to financial and systemic barriers. Research shows that high-quality arts education improves attendance, strengthens student engagement, and fosters a sense of belonging; factors that are especially critical for Socioeconomically disadvantaged students and English Learners who experience greater risk of disengagement and lower academic outcomes. Current California Dashboard data demonstrate that or low-income students and English Learners groups (SEDand EL,show persistent gaps in academic readiness and school connectedness compared to their peers. Providing robust Visual and Performing Arts (VAPA) instruction within SGUSD helps address these needs by ensuring equitable access to the five disciplines defined in the California VAPA Standards (Visual Arts, Music, Theater, Dance, and Media Arts). **Scope:** Schoolwide	• Provide High Quality Teaching and Learning in the Arts; • Ensure Sustainability through Connections and Promotion of VAPA Programs; and • Build sustainable systems to support equitable access to the arts. SED and EL youth often lack equitable access to arts education outside of school due to financial hardship, instability, or limited community resources. SED EL Youth may experience disrupted schooling and inconsistent access to enrichment opportunities, while English Learners benefit from creative outlets that support language development and self-expression. Research shows that participation in the arts increases student engagement, attendance, and connectedness to school—all areas where UDPs in SGUSD show gaps, such as higher chronic absenteeism rates and lower engagement indicators on the CA Dashboard. This action expands access to high-quality Visual and Performing Arts instruction in all five disciplines (Visual Art, Music, Dance, Theater, Media Arts) by hiring and sustaining credentialed VAPA staff and ensuring equity of access across TK–12. The design specifically addresses ED and EL youth needs by: • Embedding arts education into the school day, ensuring LI and EL students have guaranteed access without requiring outside resources.	students with access to five arts disciplines (Goal 2, Metric 2.22). • Enrollment in secondary VAPA/AME CTE electives. • Student SEL growth and school connectedness as measured by local survey data. 100% of elementary students enrolled in SGUSD have access to 5 Arts Disciplines: Visual Art, Music, Theater, Dance, and Media Arts (Goal 2, Metrics, 21). • Dashboard Chronic Absenteeism Rate • Dashboard Suspension Rate

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
		• Providing inclusive, culturally responsive curricula that affirm student identity and foster belonging. • Strengthening SEL competencies through the arts, which particularly support Low-Income students who experience higher levels of stress and disengagement. • Offering opportunities for authentic language use (presentations, performances, exhibitions), which accelerate language development for English Learners. While arts education benefits all students, it provides increased benefits to or low-income students and English Learners by closing opportunity gaps and addressing barriers that disproportionately affect their participation. The action is also delivered on an LEA-wide basis because unduplicated students are enrolled across all schools in SGUSD, and equitable access requires systemic implementation. If only some sites had robust VAPA programming, opportunity gaps would widen between student groups and schools. By providing VAPA districtwide: • Every student, regardless of school or mobility, receives access to a full arts education. • Equity of opportunity is ensured so that enrichment and engagement are not dependent on a family's ability to pay for private lessons or extracurricular activities.	

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
		• Student engagement and connectedness—critical metrics for UDP success—are fostered across the system, supporting broader LCAP goals for attendance and academic growth. While 2.7 is primarily directed at serving low income and EL pupil groups, this action is being provided on an Schoolwide basis to maximize equitable access and the impact high-quality VAPA instruction will have on all students.	
2.8	**Action:** College and Career Readiness **Need:** The California Dashboard College/Career Indicator (CCI) data highlight a significant equity gap in postsecondary readiness among San Gabriel Unified's Unduplicated Pupil groups. In 2024, while 58.4% of all students met CCI measures, only 55.4% of socioeconomically disadvantaged (SED) students, 27.6% of English Learners (ELs), and 22.9% of Long-Term English Learners (LTELs) demonstrated readiness. These outcomes reveal that our or low-income students and English Learners are less likely to graduate prepared for college and career compared to their peers, with ELs and LTELs experiencing the greatest disparities. 2024 Dashboard • EL: 27.6% • SED: 55.4% **Scope:**	Given these gaps, Action 2.8 is critical to providing increased and improved services that directly address barriers faced by English Learners and Low Income students. This action ensures targeted supports such as access to rigorous coursework (A–G, CTE, AP), early college credit opportunities, and academic and language development interventions aligned to the Portrait of a Graduate. By intentionally designing supports that prioritize ELs, LTELs, and SED students, Action 2.8 strengthens equitable access to college and career pathways, thereby closing readiness gaps and advancing SGUSD's strategic plan and LCAP goals. Action 2.8 will increase the percentage of high school graduates that meet the CA Dashboard College/Career Indicator (CCI), "Measures of Readiness" at the Prepared level. How the action addresses the needs of or low-income students and English Learners: • Expanding dual enrollment and CTE pathways aligned with Pasadena City College.	Metric to measure progress include: California Dashboard CCI rate, disaggregated for: • Socioeconomically Disadvantaged (SED) students • English Learners (ELs) • Long-Term English Learners (LTELs) • All students (for comparison and gap analysis) Supporting Local Metrics (to show progress toward CCI readiness): • Percentage of students successfully

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	• Covering testing fees and providing college application workshops for or low-income students and English Learnersstudents. • Increasing opportunities for students to earn the Seal of Biliteracy and Seal of Civic Engagement. • Providing Naviance for all high school students to track and plan readiness. • Delivering bilingual counseling and career guidance tailored for EL and LI students. • Offering credit recovery and mentoring supports forSocioeconomically disadvantaged students and English Learners students to stay on track This action is being provided on an LEA-wide basis because all students can benefit from these College and Career activities (this includes SWD, HY).	completing A–G requirements • Percentage of students completing CTE pathways • Percentage of students taking and passing Advanced Placement (AP) exams (3 or higher) • Percentageof English Learners reclassified as Fluent English Proficient (RFEP) (since language proficiency supports access to CCI measures) (Goal 2, Metric 6, 13, 14, 23)
2.9	**Action:** All Staff Professional Development **Need:** SGUSD English Learners and low income youth continue to demonstrate persistent achievement gaps across multiple state indicators. According to the 2024 CA Dashboard College and Career Indicator (CCI), only 55.4% of socioeconomically	This action addresses the needs of unduplicated pupils by building the capacity of all SGUSD staff to deliver equitable, high-quality instruction and supports that close achievement and college/career readiness gaps. Through professional development focused on data-driven instruction, culturally and linguistically responsive practices, English Language Development, and MTSS, staff are better prepared to meet the academic and social-emotional needs of	Metrics to measure progress include: • 2.2 & 2.4 ELA & Math CA Dashboard Indicator: % of students meeting/exceedin g standards, disaggregated for

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
	disadvantaged students, 27.6% of English Learners, and 22.9% of Long-Term English Learners were prepared for college and career, compared to 58.4% of all students. Similarly, 2023 CAASPP data show English Learners performing at –54.4 DFS in Math and –85.2 DFS in ELA, with socioeconomically disadvantaged students scoring –33.4 DFS in Math. These results highlight systemic inequities in access to rigorous coursework, high-quality instruction, and language development supports for UDPs. To close these gaps, SGUSD must ensure that all staff (teachers, administrators, counselors, and support personnel) are equipped with the skills and strategies to address the unique needs of UDPs **Scope:** LEA-wide	socioeconomically disadvantaged students and English Learners. Because or low-income students and English Learnersare enrolled across every SGUSD school and make up a majority of the district's student population, this professional development is provided LEA-wide to ensure equity, consistency, and coherence of practice. A districtwide model guarantees that all students, especially Low Income EL benefit from improved instructional quality and support systems, regardless of school site. While 2.9 is primarily directed at serving unduplicated pupil groups, this action is being provided on an LEA-wide basis to maximize the impact coherent and consistent professional learning will have on tiered interventions for all students including Hispanics and Students with Disabilities.	English Learners, socioeconomically disadvantaged, and all students. • 2.13 College and Career Indicator (CCI): % of students demonstrating readiness, disaggregated for ELs, LTELs, and socioeconomically disadvantaged students. • 2.5 English Learner Progress Indicator (ELPI): % of English Learners making progress toward English language proficiency. • 2.6 Reclassification Rate: % of ELs reclassified as Fluent English Proficient. • Professional Development Participation/Implementation: % of staff participating in PD, with

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
			evidence of classroom implementation through survey data.
2.10	**Action:** Science, Technology, Engineering, Arts, and Math (STEAM) **Need:** SGUSD English Learners and low income youth , continue to demonstrate persistent achievement gaps across multiple state indicators. According to the 2023 CA Dashboard, English Learners scored –54.4 DFS in Math and –85.2 DFS in ELA, while socioeconomically disadvantaged students scored –33.4 DFS in Math. In Science, the 2023 California Science Test (CAST) shows that only 45.1% of all students met or exceeded standards, while outcomes for socioeconomically disadvantaged students were even lower at 37.5% meeting or exceeding standards. These disparities demonstrate that SED and EL youth have less access to rigorous instruction and enrichment in STEM-related fields, further limiting their readiness for college and career. The 2024 College and Career Indicator (CCI) further illustrates this gap (onnly 55.4% of socioeconomically disadvantaged students, 27.6% of English Learners, and 22.9% of Long-Term English Learners demonstrated readiness, compared to 58.4% of all students).	This action addresses the needs of socioeconomically disadvantaged youtth and Enlish Learners by expanding access to high-quality STEAM instruction that strengthens achievement in Math and Science, where or low-income students and English Learners demonstrate significant performance gaps. How the action is designed forEL and SED: The STEAM program expands access to hands-on, inquiry-based, and project-based learning that supports equity by: • Embedding academic language supports and GLAD strategies into STEAM instruction to ensure EL students can access rigorous content. • Providing inclusive, hands-on projects that help LI students engage in real-world problem solving without needing out-of-school enrichment. • Offering mentorship and targeted support so students receive consistency and connection in learning environments where they may otherwise be at risk of falling behind. This action is delivered LEA-wide because equitable access to STEAM cannot be achieved if it is limited to select sites or programs. Providing it	Metrics to measure progress include: • 2.11 California Science Test (CAST): % of students meeting/exceeding standards, disaggregated for socioeconomically disadvantaged (SED), English Learners (ELs), and all students. • 2.2 & 2.4 ELA & Math CA Dashboard Indicator: % of students meeting/exceeding standards, disaggregated for SED, ELs,and all students. (to capture literacy and math connections in STEAM). • 2.13 College and Career Indicator

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
	These results reflect systemic inequities in access to applied STEAM learning experiences that develop problem-solving, critical thinking, and innovation skills. **Scope:** LEA-wide	districtwide ensures: • Systemwide coherence in implementing NGSS-aligned curriculum and STEAM opportunities, so that EL students consistently receive scaffolds in science and math across sites. • Opportunity leveling, as LI students at all schools gain equal access to technology, labs, and STEAM-based projects that would otherwise be inaccessible due to cost barriers. While 2.10 is primarily directed at serving unduplicated pupil groups, this action is being provided on an LEA-wide basis to maximize the impact access to STEAM instruction will have forall students.	(CCI): % of students demonstrating readiness, disaggregated for ELs, LTELs, and SED.
3.1	**Action:** Home to School Connections and Parent/Family Engagement **Need:** SGUSD students, English Learners, and low income students benefit most when their families are meaningfully engaged in the school community and empowered to participate in decision-making. However, district data show that parent participation in advisory committees and engagement opportunities is lower than desired. In 2024, only 131 parents responded to the Annual Parent Survey, the average DELAC parent attendance was just 6, and the average EAC parent attendance was 20, with DELAC at	This action addresses the needs of Low Income and EL studnts by reducing barriers that prevent their families from engaging in school and district decision-making. By providing interpretation, flexible meeting times, targeted outreach, and culturally responsive practices, SGUSD ensures that the voices of English Learnr and low-income families are included in shaping programs and services. Strengthening home-to-school connections builds trust, increases parent participation in DELAC and EAC, and creates a stronger support system for students' success. Because families of unduplicated pupils are present at every SGUSD school, this action is provided LEA-wide to ensure that all parents have equitable opportunities to participate, engage in, and influence decisions across the district.	Metrics to measure progress of action 3.1 include: • 3.1 & 3.2 CA Dashboard ELA and Math Indicators: % of students meeting/exceeding standards, disaggregated for English Learners, and Low-Income students • 3.3 Chronic Absenteeism Rates: % of

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
	times unable to meet quorum. These outcomes highlight systemic barriers to engagement, particularly for families of English Learners and low-income students who may face language, work schedule, or access challenges. Without increased outreach and support, the voices of families representing unduplicated pupils risk being underrepresented in shaping programs and services that directly affect their children. Action 3.1 addresses this need by strengthening home-to-school connections, building culturally and linguistically responsive family engagement practices, and expanding opportunities for parents of Socioeconomically disadvantaged students and English Learners to participate in decision-making and leadership roles. **Scope:** LEA-wide		students chronically absent, disaggregated for EL, and LI subgroups • 3.4 Suspension Rates: % of students suspended at least once, disaggregated for EL,and LI subgroups • 3/5 English Learner Progress Indicator (ELPI) & Reclassification Rate: % of EL students making progress toward English proficiency and % reclassified annually • 3.12 Educational Advisory Committee (EAC) Participation: Average number of parents participating • 3.11 District English Learner Advisory

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
			Committee (DELAC) Participation: Average number of parents participating, with quorum data tracked
3.2	**Action:** Provide Multilingual Parent/Family Communication **Need:** SGUSD (students including English Learners, socioeconomically disadvantaged students) are best supported when their families can fully access school and district communication in a language they understand. Current data show that parent participation in district-level decision-making is low: in 2024, only 131 parents responded to the Annual Parent Survey, the District English Learner Advisory Committee (DELAC) averaged just 6 parent participants, and the Educational Advisory Committee (EAC) averaged 20 parents, with DELAC at times unable to meet quorum. Feedback from families indicates that language barriers, along with limited access to interpretation at meetings, contribute to low levels of parent engagement, particularly for families of English Learners. Community Liaisons are at all parent events. Without accessible, multilingual interpretation, familiesface barriers to engaging in their	This action addresses the needs of unduplicated pupils by reducing spoken language barriers that prevent families (particularly those of English Learners) from fully engaging in their child's education. SGUSD provides district liaisons who provide simultaneous interpretation during meetings, and ensure that all key school and district expeririences are accessible in families' home languages. These supports allow parents to understand academic expectations, communicate effectively with school staff, and participate meaningfully in advisory committees such as the DELAC and EAC, parent conferenes and parent education opportunities. .	Metrics to measure progress of action 3.2 Include (disaggregated for EL and LI: • 3.3 Chronic Absenteeism rates • 3.4 Suspension rates • 3.5 EL reclassification rates • Percentage of student survey results on CHKS items for school connectedness and SEL supports • 3.9% of translation/interpretation requests received and filled • 3.8% of parents of Els who respond affirmatively to the following

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
	child's education, understanding academic expectations, and participating in school and district decision-making. The 2024 CA Dashboard identified 22% of SGUSD students as English Learners. DataQuest 2023-2024 lists the following languages by percent of total enrollment that is EL and FEP. • Spanish: 17.1% • Mandarin + Cantonese : 24.4% • Vietnamese: 5.4% This suggests that roughly 47% of our families are multilingual and/ or non-English speaking. Non-English proficient parents need language interpretation to participate in school site and district-wide decisions. making. **Scope:** LEA-wide		question, "I received timely and clear parent/family communication in a language I could understand." (Goal 3, Metric 8)
3.3	**Action:** Parent and Family Engagement to Improve the College/ Career Indicator **Need:** California Dashboard data show that SGUSD student subgroups continue to experience gaps in college and career readiness. On the 2023 CA Dashboard College/Career Indicator (CCI), overall student performance was rated Medium. English Learners and Low, were also rated Low, and Socioeconomically Disadvantaged students were rated Medium. These results highlight that unduplicated pupils are less likely than their peers to	This action addresses the needs of pupils by exanding access to counseling, guidance, and readiness supports that directly improve college and career outcomes.subgroups receive targeted services such as support for A–G completion, CTE pathway access, dual enrollment opportunities, and college readiness workshops. These interventions help remove barriers, provide early exposure to postsecondary options, and ensure students are on track to graduate prepared for college and career. Because English learners are enrolled across all schools, this action is implementedwide t school o guarantee equitable access to consistent	Metrics to measure progress of action (disaggregated for EL and LI) include: • 3.3 Chronic Absenteeism rates by subgroup • 3.4 Suspension rates by subgroup (Goal 3, Metric 3.4). • 3.5 EL reclassification

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
	complete A–G coursework, succeed in CTE pathways, earn college credit, or pass AP exams (key components of the CCI). For English Learners, language barriers limit access to rigorous coursework and impact reclassification, which is often necessary for full participation in college and career-preparatory classes. For socioeconomically disadvantaged students, financial and systemic barriers reduce opportunities to participate in enrichment, tutoring, or dual enrollment programs. Homeless Youth face additional challenges related to stability, access, and support services that contribute to lower readiness outcomes. **Scope:** Schoolwide	readiness supports for every student, while prioritizing the needs of subgroups that show the lowest levels of CCI readiness. This action benefits ELs.	progress (Goal 3, Metric 3.5). • Student and family survey results on access to supports and connectedness.
3.4	**Action:** Improve Attendance Rate TK-8 **Need:** The 2023 CA Dashboard identifies Chronic Absenteeism as a significant concern for SGUSD, with the district overall in the Red performance level. Several student subgroups are disproportionately impacted are Homeles youth, Socioeconomically Disadvantaged students, and English Learners, all of whom are rated High (Red) for absenteeism. For unduplicated pupils, chronic absenteeism is often linked to systemic barriers such as unstable housing, economic hardship, health	This action addresses the needs of target pupils by reducing barriers that contribute to chronic absenteeism, such as unstable housing, health issues, transportation challenges, and lack of access to support services. Strategies include proactive monitoring of attendance, early intervention outreach, case management, and collaboration with families to connect students (especially homeless youth, and socioeconomically disadvantaged students) to academic, social-emotional, and community resources. Because Socioeconomically disadvantaged students and English Learners with high absenteeism rates are enrolled at every SGUSD school, this action is provided LEA-wide	Metrics to measure progress of action 3.4 include: • 3.2 Chronic Absenteeism Rates in Aeries percentage of students chronically absent, disaggregated for Foster Youth, Homeless Youth, Socioeconomicall y Disadvantaged,

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
	issues, transportation challenges, and lack of access to wraparound services. When students are chronically absent, they miss critical instructional time, fall behind in ELA and Math, and are less likely to be on track for graduation and college/career readiness. These patterns contribute directly to achievement gaps, as reflected in other Dashboard indicators EL and SED subgroups. Action 3.4 addresses this need by implementing proactive attendance interventions, strengthening communication with families, and connecting students to academic, social-emotional, and community-based supports. **Scope:** LEA-wide	to ensure equitable access to consistent attendance supports, improve daily student engagement, and close opportunity gaps linked to missed instructional time.	English Learners, and all students. • 3.3 CA Dashboard Chronic Absenteeism Indicator: Overall performance level and subgroup levels for Socioeconomically disadvantaged students and English Learners students. • 3.4 Suspension Rates (Goal 3, Metric 3.4): Percentage of students suspended at least once, disaggregated for the same subgroups (to monitor connections between disengagement, behavior, and attendance). • 3.5 English Learner Progress & Reclassification (Goal 3, Metric 3.5): Percentage

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
			of EL students making progress toward proficiency on ELPI and % reclassified as Fluent English Proficient (since attendance strongly impacts language growth). • Student Survey Results: Percentage of students reporting access to counseling, mental health, and support services that address barriers to attendance (measured through CHKS).
4.1	**Action:** Supplemental Standards aligned Instructional Material **Need:** SGUSD identifies Low Income and EL Students to have an acheivement gap. 2023 CAASPP ELA All: +18.4	This action addresses the needs of LI and EL students by ensuring that all students—particularly socioeconomically disadvantaged students,and English Learners, have access to supplemental, standards-aligned instructional materials that provide scaffolds, academic language supports, and differentiated learning opportunities. These resources directly help Socioeconomically disadvantaged students and English Learners overcome barriers such as limited access to	Metrics to measure progress of action 4.1 (disaggregated for EL, and LI) include: • CAASPP ELA • CAASPP Math • Dashboard CCI rate • 4.3 Implementation of

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
	EL: -35.1 LI: -1.8 2023 CAASPP Math All: -12.1 EL: -54.4 LI: -33.4 Educational partners noticed the disparity of outcomes in the Educational Advisory Committee Meetings (EAC). To address these needs, educational partner feedback suggests that SGUSD must ensure that all teachers are prepared to integrate language development by using GLAD strategies and Ellevation resources. According to the 2024 CA Dashboard, the College and Career Indicator (CCI) shows only 55.4% of socioeconomically disadvantaged students, 27.6% of English Learners, and 22.9% of Long-Term English Learners were prepared for college and career, compared to 58.4% of all students. These readiness gaps reflect underlying inequities in access to rigorous, standards-aligned instruction and materials in ELA, Math, and other core content areas. Without supplemental, standards-aligned instructional materials, unduplicated pupils are at greater risk of falling further behind, as they often lack the outside resources, tutoring, or	enrichment outside of school, interrupted learning, or language acquisition needs. By providing materials that strengthen core instruction in ELA, Math, and other content areas, the district supports equitable access to grade-level curriculum and improved outcomes on state indicators, including the CCI. Because LI and EL students are enrolled across every school in SGUSD, this action is implemented LEA-wide to guarantee consistency, coherence, and equitable access to supplemental resources for all students, while providing increased and improved services that most benefit UDPs.	academic content and performance standards Local Indicator Tool • 4.6 Access to Standards Aligned Instructional Materials

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
	enrichment opportunities available to more affluent peers. **Scope:** LEA-wide		
4.2	**Action:** Portrait of a Graduate in Practice **Need:** SGUSD identified socioeconomically disadvantaged students and English Learners continue to face persistent achievement and readiness gaps compared to their peers. 2023 CAASPP ELA All: +18.4 EL: -35.1 LI :-1.8 2023 CAASPP Math All: -12.1 EL: -54.4 LI: -33.4 Educational partners noticed the disparity of outcomes in the Educational Advisory Committee Meetings (EAC). To address these needs, educational partner feedback suggests that SGUSD must ensure that the identified student groups increase the integration of Portrait of a Graduate competencies into instruction, student reflection, and learning experiences across TK–12.	This action addresses the needs of unduplicated pupils by intentionally embedding the Portrait of a Graduate competencies—such as critical thinking, collaboration, communication, creativity, and resilience—into curriculum, instruction, and student experiences. • EL students benefit from structured communication, presentation, and academic discourse opportunities • LI students benefit from explicit instruction in agency, self-advocacy, collaboration, and future-readiness skills that may otherwise be less consistently developed through enrichment outside school By doing so, SGUSD ensures that socioeconomically disadvantaged students, English Learners, and foster youth gain equitable access to the knowledge and skills that are most often developed through enrichment opportunities outside of school. Embedding the PoG in daily instruction provides pupils with structured opportunities to practice 21st-century skills, build confidence, and prepare for postsecondary pathways. Because LI and EL pupils are enrolled at every SGUSD school, this action is implemented LEA-wide to ensure all students benefit from consistent	Metrics to measure progress of action 4.2 (Portrait of a Graduate) include: • 2.13 College and Career Indicator (CCI): Percentage of students demonstrating readiness, disaggregated for socioeconomically disadvantaged (SED), English Learners (ELs), Long-Term English Learners (LTELs), and all students. CAASPP - Math and ELA • 1.1 Student CHKS Survey Results: Percentage of students reporting growth in Portrait of a Graduate competencies (critical thinking, collaboration, communication,

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
	According to the 2024 CA Dashboard, only 55.4% of socioeconomically disadvantaged students, 27.6% of English Learners, and 22.9% of Long-Term English Learners demonstrated college and career readiness on the CCI, compared to 58.4% of all students. These data reveal that LI and EL are less likely to graduate fully prepared with the skills and competencies necessary for success in college, career, and civic life. The Portrait of a Graduate (PoG) outlines the essential competencies SGUSD has identified for all students—such as critical thinking, collaboration, communication, creativity, resilience, and global citizenship. For LI and EL students intentional investment in the PoG is critical to closing equity gaps, as these students often have fewer opportunities outside of school to build 21st-century skills, develop leadership, and access enrichment that supports their academic and social-emotional growth. In 2024 Access to a Broad Course of Study (BCS) was low. In particular the access to this metric through the state seal of biliteracy and through CTE pathways was low compared to the percentage of students passing AP exams. (Goal 2, metric 21) AP: 40.8% CTE Completers: 4% SB: 46 students	expectations and opportunities while providing increased and improved services for those who demonstrate the greatest readiness gaps. While action 4.2 is primarily directed to LI and EL , this action is being provided on an LEA-wide basis to maximize the impact in developing the Portrait of a Graduate competencies in all students including Hispanics and Students with Disabilities.	creativity, resilience, global citizenship).

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
	Moreover, local records and demographic disaggregation were not yet in place and or complete. **Scope:** LEA-wide		
4.4	**Action:** Teachers and Administrators are Fully Credentialed and Effective **Need:** To address these needs, educational partner feedback suggests that SGUSD must ensure that all teachers are prepared to integrate language development by using GLAD strategies and Ellevation SGUSD identified socioeconomically disadvantaged students and English Learners to continue to face persistent achievement and readiness gaps compared to their peers. 2023 CAASPP ELA All: +18.4 EL: -35.1 LI: -1.8 2023 CAASPP Math All :-12.1 EL: -54.4 LI: -33.4 Educational partners noticed the disparity of outcomes in the Educational Advisory Committee Meetings (EAC).	This action addresses the needs of Socioeconomically disadvantaged students and English Learners pupils by ensuring that every student has the conditions for learning and has equitable access to fully credentialed, well-prepared, and effective teachers and administrators. For socioeconomically disadvantaged students, English Learners who show the widest gaps in academic achievement and college/career readiness—high-quality educators are essential to providing rigorous instruction, differentiated supports, and culturally and linguistically responsive practices. By recruiting, retaining, and supporting fully credentialed staff through professional development, coaching, and systems that promote effectiveness, SGUSD directly improves the learning experience of Socioeconomically disadvantaged students and English Learners students. Because target studetns are enrolled at every SGUSD school, this action is provided LEA-wide to guarantee consistency and coherence across the district, ensuring that all students benefit while increased and improved services most directly support those with the greatest need. While action 4.4 is primarily directed to serve	Metrics to measure progress of action 4.4 include: • CAASPP ELA • CAASPP Math • 4.5 TAMO Report and Internal Metric based on CALSAAS Report and Federal Definitions

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
	Additionally, ELs and SED students continue to score below their peers in both ELA and Math on state assessments. Research consistently shows that having fully credentialed, stable, and effective educators is one of the strongest predictors of improved academic outcomes for students most impacted by opportunity gaps. Without a strong, well-prepared educator workforce, Socioeconomically disadvantaged students and English Learners are more likely to receive inconsistent instruction, less access to rigorous coursework, and fewer supports tailored to their unique needs. **Scope:** LEA-wide	Socioeconomically disadvantaged students and English Learners , this action is being provided on an LEA-wide basis to maximize the impact effective and fully credentialed teachers have on all students including Hispanics and Students with Disabilities.	
4.5	**Action:** Access to Instructional Technology **Need:** The 2024 CA Dashboard shows that 68.1% of SGUSD students are socioeconomically disadvantaged, meaning that the majority of students rely on the district to provide equitable access to technology for learning for low-income studentsand English Learners are disproportionately affected by limited access to reliable devices, software, internet connectivity, and technical support outside of school. These inequities create barriers to fully engaging in both core and supplemental	This action addresses the needs of unduplicated pupils by ensuring that socioeconomically disadvantaged students and English Learners have equitable access to the devices, software, connectivity, and technical support necessary to fully engage in instruction. With 68.1% of SGUSD students identified as socioeconomically disadvantaged on the 2024 CA Dashboard, district-issued technology is essential for overcoming barriers that prevent Socioeconomically disadvantaged students and English Learners from accessing both core and supplemental curriculum. By providing technology resources and training, SGUSD enables personalized learning, Tier II & Tier III Interventions, supports English language	to measure progress of action 4.5 (disaggregated for ELand LI) include: • CAASPP ELA • CAASPP Math • 4.2 Percent of students assigned a device, reported with subgroup cuts for EL,and LI.

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
	curriculum, widening gaps in achievement and college/career readiness. To address these needs, educational partner feedback suggests that SGUSD must ensure that all teachers are prepared to integrate language development by using GLAD strategies and Ellevation SGUSD identified socioeconomically disadvantaged students and English Learners to continue to face persistent achievement and readiness gaps compared to their peers. 2023 CAASPP ELA All: +18.4 EL: -35.1 LI :-1.8 2023 CAASPP Math All: -12.1 EL: -54.4 LI: -33.4 Educational partners noticed the disparity of outcomes in the Educational Advisory Committee Meetings (EAC). According to the 2024 CA Dashboard, only 55.4% of socioeconomically disadvantaged students, 27.6% of English Learners, and 22.9% of Long-Term English Learners demonstrated readiness on the College and Career Indicator (CCI), compared to 58.4% of all students. Access to instructional technology is critical to addressing these disparities, as it	development, and builds the digital skills required for college and career readiness. Because students in need are distributed across every school, this action is implemented LEA-wide to guarantee consistent access to technology for all students while most directly benefiting Socioeconomically disadvantaged students and English Learners who depend on district-provided resources to close equity gaps. While action 4.3 is primarily directed to serve UDPs, this action is being provided on an LEA-wide basis to maximize the impact equitable access to technology has on all students including Hispanics and Students with Disabilities.	

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
	enables students to engage in blended and personalized learning, build digital literacy, and strengthen their ability to master ELA, Math, and 21st-century skills. Action 4.5 addresses this need by providing district-issued devices, software, connectivity solutions, and ongoing support at all SGUSD schools. **Scope:** LEA-wide		
4.6	**Action:** Access to Teachers and Staff for Continuation High School Students **Need:** SGUSD provides a pathway to graduation for EL nd LI students at risk of not completing high school. According to the 2024 CA Dashboard, 82.9% of Del Mar students are socioeconomically disadvantaged, placing them squarely within the unduplicated pupil groups most impacted by inequities. In addition, Del Mar's 2023–2024 non-stability rate was 56.3%, more than double SGUSD's overall rate of 25.3% and more than six times the statewide rate of 9%. This instability—combined with high rates of absenteeism, credit deficiencies, and language development needs—creates significant barriers to graduation and postsecondary readiness.	This action addresses the needs of Socioeconomically disadvantaged students and English Learners pupils at Del Mar High School, where 82.9% of students are socioeconomically disadvantaged and the non-stability rate is 56.3%, far exceeding districtwide and statewide averages. By ensuring small class sizes and maintaining high adult-to-student ratios, the action allows teachers and counselors to build strong, supportive relationships with students who are most at risk of not graduating. These closer connections enable staff to provide individualized credit recovery, targeted interventions, and consistent monitoring of academic and social-emotional needs. The additional staffing helps increase attendance, promote stability, and improve graduation outcomes for socioeconomically disadvantaged students and English Learners who rely on Del Mar as their pathway to high school completion. This action is provided schoolwide at the continuation high school because the entire	Metric to measure progress of action 4.6 include: • CAASPP ELA • CAASPP Math • 4.5 TAMO Report and Internal Metric based on CALSAA • Report and Federal Definitions -HS Graduation Rates for EL and SED

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
	To address these needs, educational partner feedback suggests that SGUSD must ensure that all teachers are prepared to integrate language development by using strategies and Ellevation SGUSD identified socioeconomically disadvantaged students and English Learners to continue to face persistent achievement and readiness gaps compared to their peers. 2023 CAASPP ELA All: +18.4 EL: -35.1 LI: -1.8 2023 CAASPP Math All: -12.1 EL: -54.4 LI: -33.4 Educational partners noticed the disparity of outcomes in the Educational Advisory Committee Meetings (EAC). At the same time, Dashboard data confirm that Socioeconomically disadvantaged students and English Learners pupils continue to experience persistent readiness gaps: only 55.4% of socioeconomically disadvantaged students, 27.6% of English Learners, and 22.9% of Long-Term English Learners demonstrated college and career readiness in 2024, compared to 58.4% of all students. Without access to a full complement of	student population is comprised of high-need students, including a significant proportion of low-income, foster youth, and English Learners. These students require intensive academic, social-emotional, and behavioral supports that are only possible when all staff at the site are available and accessible to meet their needs. A schoolwide approach ensures that students experience a consistent, supportive learning environment where every adult on campus is engaged in monitoring progress, providing interventions, and building strong relationships. Given the small size and unique context of the continuation high school, limiting services to only identified unduplicated pupils would create inequities and logistical challenges, while diluting the quality of support. By making access to teachers and staff schoolwide, SGUSD ensures that all students (including HI and SWD) benefit from individualized attention, flexible scheduling, and targeted interventions, which in turn increases engagement, credit completion, and progress toward graduation.	

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
	qualified teachers, counselors, and staff, continuation high school students especially isk falling further behind in meeting graduation requirements and preparing for college and career pathways. **Scope:** Schoolwide		

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
1.1	**Action:** Equitable Access to Basic Needs for Students Experiencing Homelessness **Need:** Low income and homeless youth in SGUSD face significant barriers to academic success that extend beyond the classroom, including school mobility, housing instability, unmet basic needs, and disrupted access to consistent educational and social-emotional supports. These barriers contribute to higher rates of absenteeism, disengagement, and reduced access to school-based opportunities. Dashboard and local data identify foster youth as a high-need student group, and district data	This action is principally directed toward low income students and is coordinated to also support students experiencing homelessness through individualized case management and direct access to basic needs supports. Services include transportation assistance, school materials, educational technology, connections to food, clothing, hygiene supplies, counseling referrals, and coordination with community-based resources. These supports are designed to reduce barriers to attendance, maintain school stability, and improve student engagement. Because students experiencing homelessness are enrolled across the district and often require immediate and individualized support, the district coordinates this	Metrics to measure progress of 1.1 include: • Metric 3.1: Dashboard Chronic Absenteeism Rate -Metric 1.8: Number of Incidents of student suspension Street data colleciton is being reviewed to capture the impact of action 4.2 in 2026-2027

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	also continue to show that students experiencing homelessness require intensive support to maintain school stability and engagement. These students need coordinated access to transportation, school supplies, technology, meals, clothing, and other basic supports in order to participate fully in school. Action 1.1 addresses this need by ensuring that SGUSD provides direct services and resources to students experiencing homelessness youth, creating the conditions necessary for them to attend school regularly, engage in learning, and succeed academically alongside their peers. SGUSD is in Differentiated Assistance for Students Experiencing Homelessness. On the 2023 SGUSD Dashboard Foster Youth are: • RED (-40)%Chronic Absenteeism • RED (-13)% Suspension Rate On the 2023 SGUSD Dashboard Students Experiencing Homelessness are: • ORANGE (-51)%Chronic Absenteeism • ORANGE (-3.5)%Suspension Rate In the 2025-26 school year: • All Schools / Foster Youth Chronic Absenteeism (31.6%)	action across school sites to ensure students receive timely access to needed services.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• All Schools / Foster Youth Suspension Rate (0.0%) **Scope:** Limited to Unduplicated Student Group(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.

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.

San Gabriel Unified School District uses additional concentration grant add-on funding to increase the number of certificated staff providing direct services to students at school sites with an unduplicated pupil percentage greater than 55 percent. In 2026–27, this funding supports Goal 2, Action 2.6, English Language Development (ELD) Professional Development for All Teachers, a contributing LEA-wide action principally directed to English Learners.

2026-2027
Three Teachers in Special Assignment (TOSAs) will support designated and integrated ELD implementation through classroom demonstration lessons, instructional coaching, co-planning, and teacher support.

One TOSA will provide Newcomer and English Learner program support, including ELPAC coordination, Ellevation progress monitoring, reclassification support, instructional planning, and family communication.

These positions increase direct services by strengthening the quality, consistency, and responsiveness of English Learner support at sites serving the highest concentrations of low-income students, English Learners, and foster youth.

The 2026–27 budget reflects this investment through LCFF funds budgeted in Goal 2, Action 2.6, which is identified in the Contributing Actions Table as a contributing action for English Learners. This staffing model is part of SGUSD's broader strategy to increase and improve services for unduplicated pupils and to ensure that school sites with the highest concentrations of need receive additional certificated staffing support.

The following schools have an unduplicated pupil percentage above 55 percent:

Site

COOLIDGE 66.98%

DEL MAR 93.18%

GABRIELINO 72.32%

JEFFERSON 71.87%

McKINLE 74.31%

ROOSEVELT 90.76%

WASHINGTON 71.35%

TOTAL SGUSD 71.77%

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	Wilson Elementary School 11.5 : 375	Coolidge Elementary School 13 : 212 McKinley Elementary School 18 : 584 Roosevelt Elementary School 23.5 : 314 Washington Elementary 10: 412 Jefferson Middle School 27 : 992 Del Mar High School 2.5 : 44 Gabrielino High School 26 :1362
Staff-to-student ratio of certificated staff providing direct services to students	Wilson Elementary School 19 : 375	Coolidge Elementary School 14 : 212 McKinley Elementary School 35.5 : 584 Roosevelt Elementary School 22 : 414 Washington Elementary 24 :412 Jefferson Middle School 56 : 992 Del Mar High School 8 : 44 Gabrielino High School 73 : 1362

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	50,948,501	12,387,280	24.313%	0.000%	24.313%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,923,912.00	$14,035,658.00	$2,630,578.00	$23,304,197.00	$55,894,345.00	$42,335,646.00	$13,558,699.00

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	Equitable Access to Basic Needs for Students Experiencing Homelessness	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: All Secondary Schools	on going	$135,791.00	$60,156.00	$16,500.00	$136,286.00		$43,161.00	$195,947.00	0
1	1.2	Social and Emotional Health Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$2,170,898.00	$52,464.00	$1,449,038.00	$774,324.00			$2,223,362.00	0
1	1.3	Physical Health Support	All	No			All Schools	on going	$1,011,028.00	$63,227.00	$356,620.00	$171,022.00	$544,613.00	$2,000.00	$1,074,255.00	0
1	1.4	Positive Climate and Culture	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$248,245.00	$1,127.00	$249,372.00				$249,372.00	0
2	2.1	TK-12 District-wide MTSS Tiered Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$2,895,759.00	$133,784.00	$2,067,641.00	$961,902.00			$3,029,543.00	0
2	2.2	MTSS Supplemental Professional Learning Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$136,328.00	$60,990.00	$197,318.00				$197,318.00	0
2	2.3	Equity Blueprint	All	No			All Schools	on going	$216,790.00	$42,588.00	$218,128.00	$41,250.00			$259,378.00	0
2	2.4	TK-12 Language Acquisition Programs for All English Learners	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.5	Supplemental language support for 5th-12th grade Long Term English Learners (LTELs)	English Learners	Yes	LEA-wide	English Learners	All Schools	on going	$1,080,792.00	$0.00	$1,080,792.00				$1,080,792.00	0

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	2.6	English Language Development (ELD) Professional Development for all Teachers	English Learners	Yes	LEA-wide	English Learners	All Schools	on going	$1,029,406.00	$7,471.00	$1,036,877.00				$1,036,877.00	0
2	2.7	Visual And Performing Arts (VAPA)	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Secondary Schools	on going	$1,328,599.00	$428,435.00	$625,825.00	$1,080,368.00	$5,500.00	$45,341.00	$1,757,034.00	0
2	2.8	College and Career Readiness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Grade Spans	on going	$2,119,596.00	$1,071,020.00	$921,357.00	$388,261.00	$876,456.00	$1,004,542.00	$3,190,616.00	0
2	2.9	All Staff Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$513,944.00	$19,470.00	$533,414.00				$533,414.00	0
2	2.10	Science, Technology, Engineering, Arts, and Math (STEAM)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$826,402.00	$0.00	$826,402.00				$826,402.00	0
2	2.11	Expanded Learning Opportunities Program (ELO-P)	All	No			TK-8th Grade	on going	$521,360.00	$2,464,354.00		$2,985,714.00			$2,985,714.00	0
3	3.1	Home to School Connections and Parent/Family Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$8,707.00	$30,016.00	$38,723.00				$38,723.00	0
3	3.2	Provide Multilingual Parent/Family Communication	English Learners	Yes	LEA-wide	English Learners	All Schools	on going	$281,173.00	$0.00	$281,173.00				$281,173.00	0
3	3.3	Parent and Family Engagement to Improve the College/ Career Indicator	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: All secondary schools Secondary	on going	$76,054.00	$205.00	$26,593.00			$49,666.00	$76,259.00	0
3	3.4	Improve Attendance Rate TK-8	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$357,038.00	$13,265.00	$370,303.00				$370,303.00	0
4	4.1	Supplemental Standards aligned Instructional Material	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$0.00	$25,000.00	$25,000.00				$25,000.00	0
4	4.2	Portrait of a Graduate in Practice	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$2,220.00	$603.00	$2,823.00				$2,823.00	0

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
4	4.3	Facilities in Good Repair	All	No			All Schools	on going	$0.00	$151,631.00			$148,680.00	$2,951.00	$151,631.00	0
4	4.4	Teachers and Administrators are Fully Credentialed and Effective	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$2,327,937.00	$0.00	$2,327,937.00				$2,327,937.00	0
4	4.5	Access to Instructional Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on going	$861,692.00	$12,200.00	$873,892.00				$873,892.00	0
4	4.6	Access to Teachers and Staff for Continuation High School Students	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Del Mar High School	on going	$574,300.00	$550.00	$574,850.00				$574,850.00	0
4	4.7	Teachers' Base Salaries and Benefits	All	No				on going	$23,611,587.00	$8,814,433.00	$1,823,334.00	$7,390,821.00	$1,055,329.00	$22,156,536.00	$32,426,020.00	0
5	5.1	Wellness Centers	All	No			Specific Schools: Del Mar High School	on going	$0.00	$105,710.00		$105,710.00			$105,710.00	0

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
50,948,501	12,387,280	24.313%	0.000%	24.313%	$13,525,830.00	0.000%	26.548 %	**Total:**	$13,525,830.00
								LEA-wide Total:	$12,282,062.00
								Limited Total:	$16,500.00
								Schoolwide Total:	$1,227,268.00

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**	Equitable Access to Basic Needs for Students Experiencing Homelessness	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: All Secondary Schools	$16,500.00	0
1	**1.2**	Social and Emotional Health Support	Yes	LEA-wide	English Learners Low Income	All Schools	$1,449,038.00	0
1	**1.4**	Positive Climate and Culture	Yes	LEA-wide	English Learners Low Income	All Schools	$249,372.00	0
2	**2.1**	TK-12 District-wide MTSS Tiered Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$2,067,641.00	0
2	**2.2**	MTSS Supplemental Professional Learning Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$197,318.00	0
2	**2.5**	Supplemental language support for 5th-12th grade Long Term English Learners (LTELs)	Yes	LEA-wide	English Learners	All Schools	$1,080,792.00	0

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	English Language Development (ELD) Professional Development for all Teachers	Yes	LEA-wide	English Learners	All Schools	$1,036,877.00	0
2	2.7	Visual And Performing Arts (VAPA)	Yes	Schoolwide	English Learners Low Income	Specific Schools: Secondary Schools	$625,825.00	0
2	2.8	College and Career Readiness	Yes	LEA-wide	English Learners Low Income	Specific Grade Spans	$921,357.00	0
2	2.9	All Staff Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$533,414.00	0
2	2.10	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	LEA-wide	English Learners Low Income	All Schools	$826,402.00	0
3	3.1	Home to School Connections and Parent/Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$38,723.00	0
3	3.2	Provide Multilingual Parent/Family Communication	Yes	LEA-wide	English Learners	All Schools	$281,173.00	0
3	3.3	Parent and Family Engagement to Improve the College/ Career Indicator	Yes	Schoolwide	English Learners Low Income	Specific Schools: All secondary schools Secondary	$26,593.00	0
3	3.4	Improve Attendance Rate TK-8	Yes	LEA-wide	English Learners Low Income	All Schools	$370,303.00	0
4	4.1	Supplemental Standards aligned Instructional Material	Yes	LEA-wide	English Learners Low Income	All Schools	$25,000.00	0
4	4.2	Portrait of a Graduate in Practice	Yes	LEA-wide	English Learners Low Income	All Schools	$2,823.00	0
4	4.4	Teachers and Administrators are Fully Credentialed and Effective	Yes	LEA-wide	English Learners Low Income	All Schools	$2,327,937.00	0
4	4.5	Access to Instructional Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$873,892.00	0

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 (%)
4	4.6	Access to Teachers and Staff for Continuation High School Students	Yes	Schoolwide	English Learners Low Income	Specific Schools: Del Mar High School	$574,850.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$51,503,523.04	$54,834,526.00

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**	Equitable Access to Basic Needs for Students Experiencing Homelessness and Foster Youth	Yes	$139,793	$128,610.00
1	**1.2**	Social and Emotional Health Support	Yes	$1,610,658.00	$1,530,126.00
1	**1.3**	Physical Health Support	No	$338,644.00	328,134.00
1	**1.4**	Positive Climate and Culture	Yes	$258,011.00	248,230.00
2	**2.1**	TK-12 District-wide MTSS Tiered Intervention	Yes	$4,341,713.00	6,485,542.00
2	**2.2**	MTSS Professional Learning Opportunities	Yes	$127,879.00	200,329.00
2	**2.3**	Equity Blueprint	No	$207,386.00	206,127.00
2	**2.4**	TK-12 Language Acquisition Programs for All English Learners	No	0	2,460.00
2	**2.5**	Supplemental 5th-12th grade Designated ELD Instruction for all Long Term English Learners (LTELs)	Yes	$1,025,495.00	1,079,518.00
2	**2.6**	English Language Development (ELD) Professional Development for all Teachers	Yes	$738,490.00	889,967.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Visual And Performing Arts (VAPA)	Yes	$586,266.00	590,612.00
2	2.8	College and Career Readiness	Yes	$1,208,564.00	$1,111,879.00
2	2.9	All Staff Professional Development	Yes	$524,508.00	643,678.00
2	2.10	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	$801,976.00	819,292.00
2	2.11	Expanded Learning Opportunities Program (ELO-P)	No	$1,216,802.00	2,385,732.00
3	3.1	Home to School Connections and Parent/Family Engagement	Yes	$13,347.00	38,321.00
3	3.2	Provide Multilingual Parent/Family Communication	Yes	$296,787.00	293,574.00
3	3.3	Parent and Family Engagement to Improve the College/ Career Indicator	Yes	$26,317.00	23,996.00
3	3.4	Improve Attendance Rate TK-8	Yes	$274,403.00	290,099.00
4	4.1	Supplemental Standards aligned Instructional Material	Yes	$25,000.00	25,000.00
4	4.2	Portrait of a Graduate in Practice	Yes	$8,559.00	$8,559.00
4	4.3	Facilities in Good Repair	No	$150,000	148,680.00
4	4.4	Teachers and Administrators are Fully Credentialed and Effective	Yes	$1,897,289.00	2,104,673.00
4	4.5	Access to Instructional Technology	Yes	$931,328.00	912,258.00

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)
4	**4.6**	Access to Teachers and Staff for Continuation High School Students	Yes	$758,037.00	723,384.00
4	**4.7**	Teachers' Base Salaries and Benefits	No	$33,910,564.04	33,530,039.00
5	**5.1**	Wellness Centers	No	$85,707.00	$85,707.00

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)
$12,179,294	$12,750,645.00	$13,984,322.00	($1,233,677.00)	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	Equitable Access to Basic Needs for Students Experiencing Homelessness and Foster Youth	Yes	$5,000.00	16,500.00	0	0
1	1.2	Social and Emotional Health Support	Yes	$1,045,005.00	1,155,601.00	0	0
1	1.4	Positive Climate and Culture	Yes	$258,011.00	248,230.00	0	0
2	2.1	TK-12 District-wide MTSS Tiered Intervention	Yes	$2,198,384.00	3,449,128.00	0	0
2	2.2	MTSS Professional Learning Opportunities	Yes	$127,879.00	200,329.00	0	0
2	2.5	Supplemental 5th-12th grade Designated ELD Instruction for all Long Term English Learners (LTELs)	Yes	$1,025,495.00	1,079,518.00	0	0
2	2.6	English Language Development (ELD) Professional Development for all Teachers	Yes	$738,490.00	889,967.00	0	0
2	2.7	Visual And Performing Arts (VAPA)	Yes	$586,266.00	590,612.00	0	0
2	2.8	College and Career Readiness	Yes	$1,208,564.00	477,354.00	0	0
2	2.9	All Staff Professional Development	Yes	$524,508.00	643,678.00	0	0

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)
2	**2.10**	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	$801,976.00	819,292.00	0	0
3	**3.1**	Home to School Connections and Parent/Family Engagement	Yes	$13,347.00	38,321.00	0	0
3	**3.2**	Provide Multilingual Parent/Family Communication	Yes	$296,787.00	293,574.00	0	0
3	**3.3**	Parent and Family Engagement to Improve the College/ Career Indicator	Yes	$26,317.00	23,996.00	0	0
3	**3.4**	Improve Attendance Rate TK-8	Yes	$274,403.00	290,099.00	0	0
4	**4.1**	Supplemental Standards aligned Instructional Material	Yes	$25,000.00	25,000.00	0	0
4	**4.2**	Portrait of a Graduate in Practice	Yes	$8,559.00	2,808.00	0	0
4	**4.4**	Teachers and Administrators are Fully Credentialed and Effective	Yes	$1,897,289.00	2,104,673.00	0	0
4	**4.5**	Access to Instructional Technology	Yes	$931,328.00	912,258.00	0	0
4	**4.6**	Access to Teachers and Staff for Continuation High School Students	Yes	$758,037.00	723,384.00	0	0

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)
$50,160,017	$12,179,294	0	24.281%	$13,984,322.00	0.000%	27.879%	$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 32526(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 32526(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).

California Department of Education
November 2024