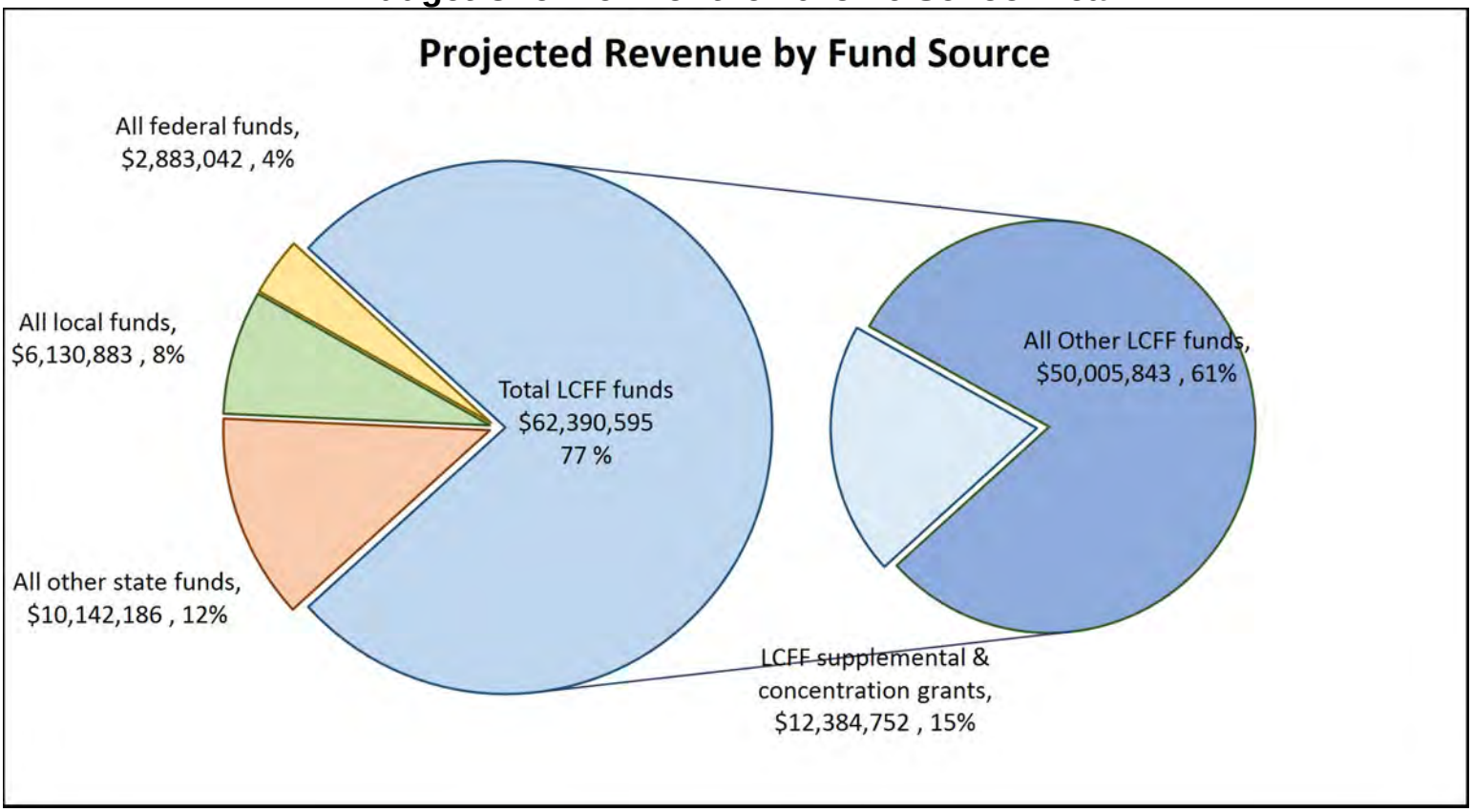
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Gabriel Unified School District
CDS Code: 19752911995810
School Year: 2025-26
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 2025-26 School Year



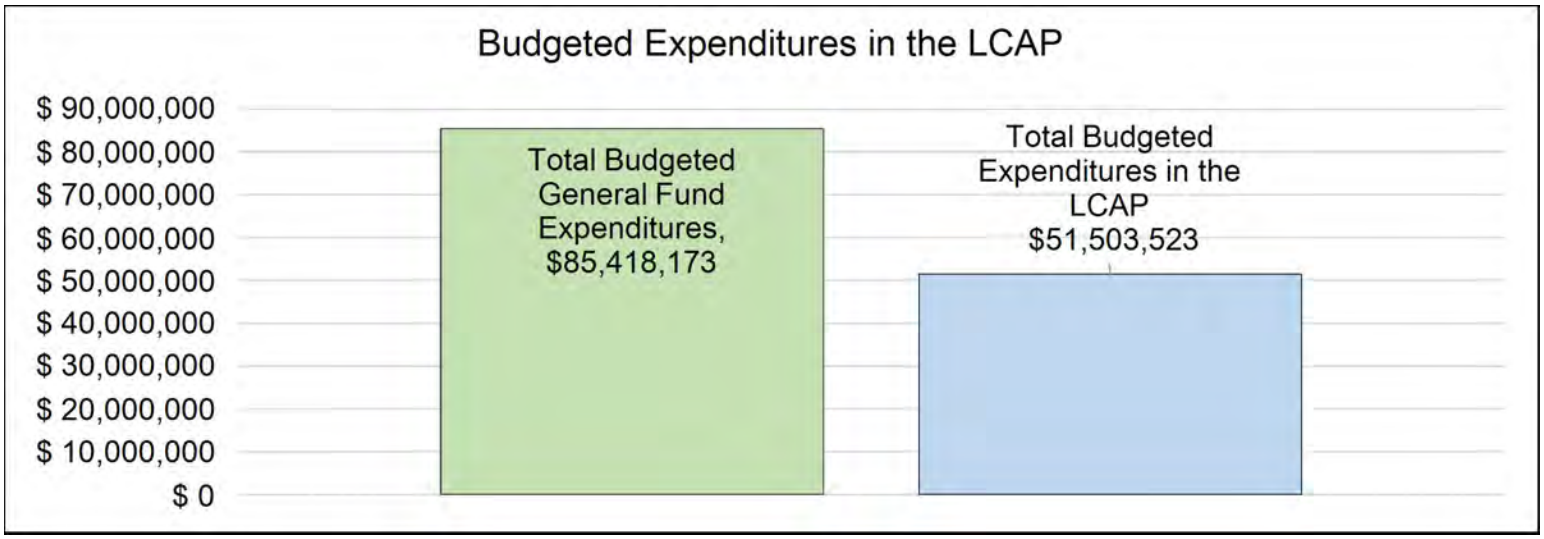
This chart shows the total general purpose revenue San Gabriel Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Gabriel Unified School District is $81,546,706, of which $62,390,595 is Local Control Funding Formula (LCFF), $10142186 is other state funds, $6,130,883 is local funds, and $2,883,042 is federal funds. Of the $62,390,595 in LCFF Funds,

$12,384,752 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

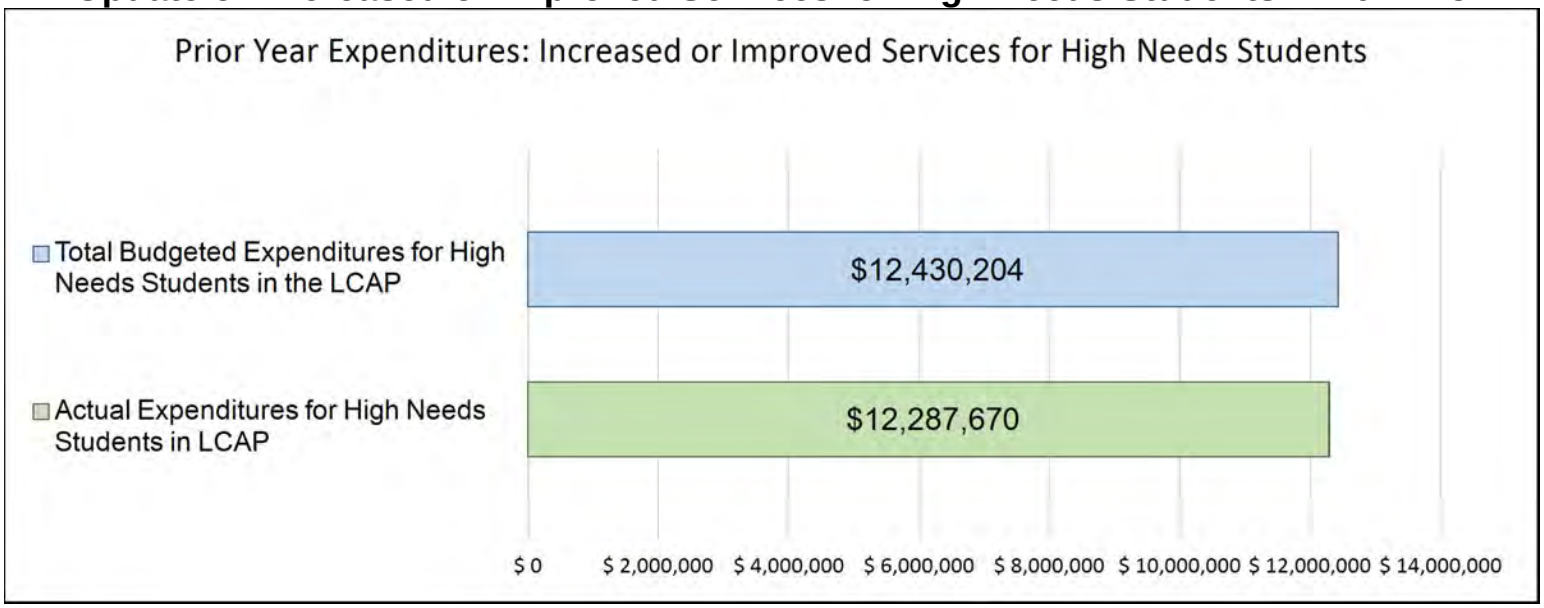
The text description of the above chart is as follows: San Gabriel Unified School District plans to spend $85,418,173 for the 2025-26 school year. Of that amount, $51,503,523.04 is tied to actions/services in the LCAP and $33,914,649.96 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Gabriel Unified School District is projecting it will receive $12,384,752 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 $$12,750,645 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 2024-25



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 2024-25, San Gabriel Unified School District's LCAP budgeted $$12,430,204.00 for planned actions to increase or improve services for high needs students. San Gabriel Unified School District actually spent $$12,287,670 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $142,534 had the following impact on San Gabriel Unified School District’s ability to increase or improve services for high needs students:

No impact. Espenditures exceeded the budget.

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 [2025-26]

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 situated ten miles east of downtown Los Angeles, nestled in the vibrant San Gabriel Valley. With a commitment to excellence and inclusivity, SGUSD proudly serves a diverse student population of approximately 4,614 students spanning from Transitional Kindergarten (TK) through 12th grade. Our schools are strategically located within neighborhoods, fostering strong connections between schools and communities.

Our San Gabriel Community:

San Gabriel boasts a rich tapestry of history and diversity, 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 in1992, the community voted to unify the district, marking the beginning of high school education under the banner of San Gabriel Unified School District in 1994. Our community takes pride in its longstanding tradition of academic excellence. Currently, SGUSD comprises five elementary schools (K-5), one middle school (6-8), one comprehensive high school (9-12), and one continuation high school (9-12).

The SGUSD Strategic Plan* articulates the District’s Mission and Vision, as well as the goals and objectives needed to bring it to life. The SGUSD Strategic Plan is more than just a document—it represents a continued support and commitment to all TK-12 students. The plan ensures that all students are provided equitable opportunities to learn in an environment where they are nurtured and supported to succeed at high levels throughout their TK-12 #SanGabrielExperience and beyond.

Bringing the SGUSD Strategic Plan to life and aligning it to our district LCAP requires collaboration and teamwork from our community and educational partners. This important work was driven by the SGUSD Educational Advisory Committee (EAC), which consisted of teachers, parents, administrators, classified and certificated staff, community leaders, business partners, and most importantly, students. The San Gabriel Unified School District will prepare all students for their future by fostering and practicing the core competencies of our Portrait of a Graduate. The journey of bringing this vision to life began in 2020 when, with the help of the EAC, the District crafted and launched our Portrait of a Graduate. Students led the way in the development of the SGUSD Portrait of a Graduate, working in partnership with committee members to share their ideas, identify needs, and brainstorm ways to implement this shared new vision at every site and in every classroom. The SGUSD Portrait of a Graduate consists of six core competencies that we strive to nurture in all of the SGUSD students, grades TK-12:

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

San Gabriel Unified is committed to preparing every student to thrive as a lifelong learner, critical thinker, creative problem solver, and global citizen, qualities embedded in our Portrait of a Graduate. To support these outcomes, SGUSD provides equitable access to a rigorous academic program that includes a A–G College Preparatory Curriculum, dual enrollment opportunities, and career technical education pathways that begin in middle school and extend into elementary enrichment programs. Our high school pathways include sports medicine and peer helping, visual and performing arts, digital media, and business entrepreneurship, allowing students to explore their passions and connect learning to future careers. SGUSD students have access to Advanced Placement and honors courses, as well as innovative programs that integrate technology and design thinking to prepare them for an AI-driven world. We are proud to partner with local colleges and universities, including Pasadena City College, to expand dual enrollment and teacher development pipelines. Grounded in our LCAP goals and Strategic Plan priorities, SGUSD educators continuously reflect on and analyze student performance data to refine instruction, close opportunity gaps, and ensure that our most vulnerable learners, including English Learners, foster youth, low-income students, and students with disabilities, are provided with the supports they need 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 can be found through the SGUSD website at https://www.sgusd.k12.ca.us/ The SGUSD Strategic Plan articulates the District’s mission and vision, as well as the goals and objectives needed to bring it to life. The SGUSD Strategic Plan is more than just a document, it represents a continued support and commitment to all TK-12 students. The plan ensures that all students are provided equitable opportunities to learn in an environment where they are nurtured and supported to succeed at high levels throughout their TK-12 #SanGabrielExperience and beyond.

*Pursuant to Education Code 42238.024, Del Mar High School was identified to receive Equity Multiplier funding to provide evidence-based services and support for its students. The Equity Multiplier plan is housed in SGUSD LCAP Goal 5.

*All Elementary sites receive the Learning Recovery Emergency Block Grant (LREBG).

SGUSD values and celebrates the rich diversity of its students, families, staff, and community. The table below summarizes the demographics of San Gabriel students and staff:

School	Teachers	Admin	Student	SpEd	EL	Hispanic	American Indian/ Alaskan Native	Filipino	Asian	Black / African American	Native Hawaiian/ Other Pacific Islander	White
Coolidge	13	1	232	18.53%	15.51%	50.43%	.43%	3.02%	32.33%	.86%	0%	3.45%
McKinley	33.6	1	618	7.93%	34.62%	30.26%	0%	2.75	60.84%	0.65%	1.29%	.97%
Roosevelt	20	1	365	15.34%	41.09%	65.48%	.27%	3.01%	24.66%	0.82%	.82%	2.19%
Washington	22	1	401	7.73%	19.45%	42.64%	0.25%	2.49%	43.39%	1.25%	0.25%	3.24%
Wilson	17	1	379	7.12%	16.36%	17.68%	0%	3.43%	68.34%	0%	0.79%	2.64%
Jefferson	50.42	2	1013	11.15%	18.16%	39.59%	0.00%	1.68%	50.25%	0.69%	0.20%	3.36%
Gabrielino	61.6	3	1438	12.87%	17.25%	37.13%	0.14%	2.29%	51.88%	0.42%	0.56%	2.29%
Del Mar	5	1	36	13.89%	13.89%	66.67%	0%	2.78%	25.00%	2.78%	0%	0.00%
TOTALS	222.62	11	4482	11.16%	21.79%	38.82%	0.11%	2.43%	49.93%	0.62%	0.56%	2.50%

Reflections: Annual Performance

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

Review of California 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 CA Dashboard data will continue to serve as the baseline for this three-year LCAP Plan.
Please see the data and metrics tables for an analysis of the 2024 CA Dashboard as the indicators relate to the LCAP goals, actions and services. Our review of the 2024 California School Dashboard, alongside local data, revealed both areas of progress and urgent opportunities for growth. While many of our students are thriving, the data also calls us to action for specific student groups who continue to face persistent challenges.

As we reflect on the annual performance of the San Gabriel Unified School District for the 2024-2025 school year, it is imperative to acknowledge both our achievements and areas where improvement is necessary. The CA Dashboard provides us with invaluable insights into the performance of the district, allowing us to make informed decisions to better serve our students and communities.

Areas of Greatest Need: Dashboard Red and Orange Indicators

SGUSD used the 2024 California School Dashboard and local data to reflect on progress and adjust services. The Dashboard highlighted critical equity gaps across the district:
Chronic Absenteeism remains a significant barrier, with English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students in the Red performance band. This signals the need for deeper family engagement, stronger attendance supports, and culturally responsive strategies that affirm student identity and belonging. Improved from 13.5% (2023) to 12.7% (2024), a 0.8% decrease overall, with stronger gains among LI (–1.0%), FY (–1.2%), and EL (–0.9%) students.

- Suspension Rates for Foster Youth appear in the Orange band, reminding us of the urgency to expand trauma-informed practices and restorative approaches that build community rather than exclude students from it. Declined from 3.4% (2023) to 3.0% (2024), a 0.4% decrease, though disproportionality persists for EL and FY students.
- English Learner Progress Indicator (ELPI) Increased from 52% (2023) to 56% (2024), a +4% gain, but long-term ELs (LTELs) continue to lag.
- Graduation Rate for Students with Disabilities is in the Orange band. This reinforces our responsibility to strengthen inclusive practices, ensure access to rigorous coursework, and expand pathways to college and career success. Increased from 78% (2023) to 81% (2024), a +3% gain.
- College/Career Indicator (CCI): Improved from 49% (2023) to 54.8% (2024), a +5.8% increase, with LI and EL students showing the strongest growth.

At the school level, the Dashboard reflects similar trends. For example, Washington Elementary showed Orange performance in Math for English Learners, SED, and Asian student groups. Jefferson Middle School revealed areas for growth in Math for Asian students. Meanwhile, McKinley and Wilson highlighted subgroup needs in suspension and math performance. Each of these indicators reinforces our districtwide call to action: equity must guide every decision, and student voice must shape the solutions we pursue. As a result of the 2024 Dashboard

data, SGUSD will:

Resulting Adjustments:

- Increased bilingual counseling and wellness supports to address FY and EL disparities in suspension and absenteeism.
- Expanded intervention staffing and Professional Learning in MTSS/ELD to accelerate LTEL progress.
- Added dual enrollment and CTE pathway supports at Equity Multiplier site to improve CCI outcomes.
- Enhanced restorative justice and SEL coaching at secondary schools to reduce disciplinary disparities.

Areas of Strength:

Dashboard Green and Blue Indicators:
While challenges remain, the Dashboard also celebrates bright spots where students are excelling. These include:

- At McKinley Elementary, several student groups reached Green and Blue performance levels in Math.
- At Jefferson Middle School, Asian and White students achieved strong outcomes in English Language Arts.
- At Washington Elementary, English Learners posted a Blue level in Suspension, a testament to the school's commitment to positive behavior supports.

These strengths provide proof points that our strategies are making a difference. They serve as examples we can learn from and scale across the district.

Learning Recovery Emergency Block Grant (LREBG):

In direct response to the Dashboard, SGUSD is utilizing Learning Recovery Emergency Block Grant (LREBG) funds to accelerate learning recovery and close equity gaps. During the 2025–26 school year, we are investing in Instructional Assistants and intervention teachers who deliver targeted small-group and one-on-one instruction in literacy and math. These educators collaborate closely with classroom teachers to provide just-in-time support, using ongoing progress monitoring to tailor instruction to student need.
This work is grounded in research that confirms the power of small-group instruction, peer support, and embedded formative assessment to transform outcomes for students who have historically been underserved. By strategically deploying LREBG resources, SGUSD is not only addressing unfinished learning but also ensuring our most vulnerable students receive the opportunities they deserve to thrive.

Differentiated Assistance Eligibility and Support:

The California Department of Education identified SGUSD for Differentiated Assistance (DA) in the following areas:

- 2023 Eligibility:
- Foster Youth – Chronic Absenteeism, Suspension
- Students with Disabilities – Chronic Absenteeism, Math, ELA

2024 Eligibility:

- Students with Disabilities – College/Career Indicator (CCI), Math, ELA
- Long-Term English Learners (LTELs) – Chronic Absenteeism, Math, ELA

In partnership with Los Angeles County Office of Education (LACOE), SGUSD has initiated targeted interventions through DA. This includes the expansion of Multi-Tiered Systems of Support (MTSS), professional development in Universal Design for Learning (UDL), and mentoring programs for Foster Youth and Long-Term English Learners. These efforts affirm our belief that every student, regardless of circumstance, deserves access to meaningful learning experiences that prepare them for the future.

Looking Forward:
The District's EAC specifically disaggregated the data from the overall District CA Dashboard data, district student groups, and school level data that had the lowest performance levels. Our reflections on annual performance make clear that SGUSD is a district of promise and purpose. The data reveals inequities we must urgently confront, but it also shines a light on the resilience and brilliance of our students and the dedication of our educators. Moving forward, SGUSD is committed to leveraging its strengths, confronting challenges with courage, and ensuring that the Portrait of a Graduate becomes a reality for every learner we serve.

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 11.2 points above standard	English Language Arts 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	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) 12.1points 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) 47.4% making progress towards English language proficiency	English Learner Progress Indicator (ELPI) All Students (Orange) 47.4% making progress towards English language proficiency	All Students (Orange) *Equity report not available for ELPI Declined 6.8%	
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 Socio-economically Disadvantaged 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 and 2024 for the following student groups and indicators:

2023:
FY-CHR ABS/Suspension

SWD-CHR ABS/MATH/ELA

2024:
SWD-CCI/MATH/ELA
LTELS-CHR ABS/MATH/EL

Technical Assistance (2023):
Partnered with Los Angeles County Office of Education (LACOE) to analyze subgroup data and identify gaps in ELD program implementation.

Received coaching on aligning MTSS with Tier 1 strategies to reduce suspension and absenteeism.

Technical Assistance (2024):
- Worked with Los Angeles County Office of Education (LACOE) and California Collaborative for Educational Excellence (CCEE) to strengthen progress monitoring cycles for ELPI, CCI, and absenteeism data.
- Focused on instructional coaching and data inquiry cycles at Equity Multiplier schools, with bilingual family engagement strategies to address HOM and EL needs.
- Homeless Youth (HY): High Chronic Absenteeism and low Graduation Rates.

Technical Assistance (2023):
- Partnered with LACOE to analyze subgroup data and identify gaps in ELD program implementation.-
- Received coaching on aligning MTSS with Tier 1 strategies to reduce suspension and absenteeism. This supports academic data gaps in ELA and Math for all priority subgroups.

Technical Assistance (2024):
- Worked with CCEE and LACOE to strengthen progress monitoring cycles for ELPI, CCI, and absenteeism data.
- Focused on instructional coaching and data inquiry cycles at Equity Multiplier schools, with bilingual family engagement strategies to address HOM and EL needs.

Impact:
- DA support contributed to Dashboard improvements in ELPI (+4%), Chronic Absenteeism (–0.8%), and Graduation (+3%), though subgroup gaps remain.
- These insights directly shaped 2025–26 actions, including expanding EL instructional coaches, increasing family engagement liaisons, and strengthening targeted reclassification supports.
- These identifications underscore the persistent barriers faced by Foster Youth, LTELs, and students with disabilities. They also highlight SGUSD’s responsibility to take bold, targeted action to disrupt patterns of inequity.

SGUSD’s Work Underway:

- Through TA, SGUSD has partnered with Los Angeles County Office of Education (LACOE) and California Collaborative for Educational Excellence (CCEE) to design and implement strategies that directly address the unique needs of our identified student groups. Key efforts include:

Strengthening Multi-Tiered Systems of Support (MTSS):

- We are aligning academic, behavioral, and social-emotional interventions to ensure every student receives the right level of support at the right time. For SWD, this includes targeted instructional strategies in literacy and math that are progress-monitored to ensure growth.

Expanding Professional Learning in UDL and Culturally Responsive Practices:

- Teachers and staff are engaged in ongoing professional development to create inclusive classrooms where diverse learners feel valued and are able to demonstrate mastery in multiple ways.

Mentorship and Engagement Supports for Foster Youth and LTELs:

- Recognizing the power of relationships, SGUSD has implemented mentorship programs that pair students with caring adults who provide consistent encouragement, advocacy, and connection to resources. These supports are designed to improve attendance, reduce suspensions, and strengthen academic performance.

College and Career Readiness for SWD:
In response to the CCI eligibility, we are expanding access to A–G courses, dual enrollment opportunities, and career technical pathways for students with disabilities, ensuring they graduate with options for their future.

Looking Ahead:

- SGUSD’s Technical Assistance journey demonstrates the district’s willingness to reflect on the story of the data and design a bold new future for UDPs. Together with the support from LACOE, we can transform the educational experience for our most vulnerable students. The lessons learned through TA are not confined to the identified groups; they inform systemic changes that will benefit all learners. As we move forward, we are committed to building on this foundation of equity-driven continuous improvement so that every SGUSD student can imagine, inspire, and develop our Portrait of a Graduate competencies.

Summary of Work underway for Differentiated Assistance (DA):

San Gabriel Unified School District has requested technical assistance from the Los Angeles County Office of Education (LACOE) in support of data analysis and organizational planning related to performance improvement. In addition to support received from the Los Angeles County Office of Education, Center for District Capacity Building, two LACOE leaders have directly provided targeted support to the Educational Services Department of San Gabriel Unified by providing data-focused professional development.

Differentiated Assistance (DA) State of CA Compliance:

In order to be eligible for Differentiated Assistance, the same student group must meet the criteria in two different areas. For 2023

differentiated assistance determinations were based on:

- Student group performance in two or more LCFF State Priority areas, or
- Performance on local indicators in two or more priority areas,
- A combination of student group performance in one state priority area and in one local indicator.

The following 2024-2027 goals and actions address San Gabriel Unified's reasons for being identified for DA:

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 2.4, 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.

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.

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.

SGUSD will carry over $2,216,370 from 2024-2025 to 2025-2026. In 2025-2026 all LREBG funds will be used to support the actions and services of LCAP 2.1.

San Gabriel Unified uses the ATSI Template / School Plan for Student Achievement (SPSA) plans for Washington and Wilson Elementary Schools to review, monitor and evaluate measurable student outcomes related to Chronic Absenteeism for the priority student groups identified. The Assistant Superintendent of Educational Services will review progress with site leaders at both schools on a quarterly basis.

- In 2024-2025, both Washington Elementary School and Wilson Elementary school met their data targets and are no longer showing indicators on the 2024 Dashboard that related to their original placement in ATSI. Specifically, Chronic Absenteeism has improved significantly at both sites.
- In 2025-2026, San Gabriel Unified School District will continue action step 3.4. Strong data show that the Child Welfare and Attendance Counselor has made positive impact on K-8 attendance. See SGUSD LCAP 3.4.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable for San Gabriel USD 2025-2026

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

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. EAC members had multiple opportunities to provide input on the LCAP and to submit input on data charts and on electronic feedback

Educational Partner(s)	Process for Engagement
	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 allocation, and administrative challenges. Their input helps in crafting

Educational Partner(s)	Process for Engagement
	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

Educational Partner(s)	Process for Engagement
	the effectiveness of school and district programs, parent 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) 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. LCAP Feedback- included: Student-friendly Portrait of a Graduate Input on the Portrait to Practice
Equity Multiplier School Partners: (Del Mar High School) Educational	Students: School Site Council student representatives, analysis of student instability rate data. Additionally, DMHS students serve on the Educational Advisory Committee (EAC) Students responded to a needs survey and responses were discussed, with student respondents and the broader EAC membership during the May 16, 2025 meeting. Teachers: Faculty Meeting data analysis, program discussions and brainstorms, data dive facilitated by Director of Student Support Administrators: Faculty Meeting data analysis, program discussions and brainstorms, data dive facilitated by Director of Student Support and Director of Induction/State and Federal Programs

Educational Partner(s)	Process for Engagement
	Community School Program Partners: Del Mar High School CSP Coordinator co-facilitation of SSC agenda items for Equity Multiplier Principal and Interim Principal: Both the Interim Principal and newly hired Principal attended planning sessions and Equity Multiplier data analysis meetings with Cabinet leaders and additional Ed Services Leaders, Teachers and the District Social Worker.
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)	Development of the district’s 6 Portrait of a Graduate Competencies (Creative Thinker, Communicator, Collaborator, Global Citizen, Empathic, Resilient) Strategic Plan input LCAP input on the Portrait of a Graduate Student development of the Portrait to Practice (bringing the LCAP to life)
West San Gabriel Valley SELPA (WSGV SELPA)	Participate in EAC LCAP Feedback meeting May 2025 Data discussion Professional learning collaboration CAASPP assessment of students with disabilities
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:

The SGUSD Local Control Accountability Plan (LCAP) is a reflection of the collaborative efforts between the SGUSD and its educational partners, with feedback playing a significant role in shaping the final plan. Together, educational partners strive to create a document designed to outline and prioritize the district's goals, actions, and expenditures to improve student outcomes at all 8 sites. The feedback provided by various SGUSD educational partners, including students, parents, teachers, classified staff, administrators, community members, and union leadership, plays a significant role in shaping and refining the 2024-2027 plan. Each year the SGUSD Educational Advisory Committee(EAC) meets a minimum of four times a year as a collaborative and shared decision making group. This year's EAC is composed of over 70 members representing all facets of the community. The EAC uses district metrics to inform the process of developing the strategic plan and aligning the LCAP goals and actions to the plan. The previous table shows how each group of educational partners influences the SGUSD LCAP. As a result, the SGUSD LCAP is a product of the collaborative input and partnership between SGUSD and its educational partners, demonstrating our shared commitment to improving educational 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 Educational Advisory Committee (EAC), District English Learner Advisory Committee (DELAC), site-level advisory groups, and targeted community engagement meetings. These forums allowed for dialogue, storytelling, and deep listening that revealed 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 directly into the development of our goals, metrics, and actions. Partner input shaped priorities.Below are examples of how their voices influenced our goals and actions:

- 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 EM 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 justice 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, teacher PD 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 led to the creation of the Del Mar Wellness Center, access to new credit recovery platforms, and targeted CCI pathway opportunities.

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 2025–26, 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 bold future we envision for all SGUSD students. Feedback and input from SGUSD's educational partners is a critical component of the development and revision of the LCAP goals and actions. Together, this level of collaboration ensures a balance of a detailed narrative, a deeper understanding of perspectives, and broad-based representative data.

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 18, 2024 January 17, 2025- CANCELLED due to fires March 14, 2025 May 16, 2025
District English Learner Advisory Committee (DELAC)	Parents of English Learners, Teachers, School Community Liaisons, Administrators, Principals	May 13, 2025 LCAP Presented and Approved Parent questions and comments collected and answered.
Superintendent's Student Advisory Council (SSAC)	Students, Superintendent, Administrators	October 9 ,2024 November 13, 2024 December 11, 2024 January 15, 2025 February 12, 2025 March 19, 2025 April 30, 2025
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 18, 2024 January 17, 2025- CANCELLED due to fires March 14, 2025 May 16, 2025
LCAP Written Feedback from West San Gabriel Valley Special Education Local Plan (SELPA) Representatives	SELPA Coordinator for Students with Disabilities	May 28, 2025
Public Meeting of the Governing Board- LCAP Plan Presentation	Governing Board and School Community	June 10, 2025
Public Meeting of the Governing Board- LCFF Local Indicators Report	Governing Board and School Community	June 24, 2025
Public Meeting of the Governing Board- LCFF Budget Overview for Parents Report	Governing Board and School Community	June 10, 2025
Public Meeting of the Governing Board- LCFF Budget Report	Governing Board and School Community	June 10, 2025
Public Meeting of the Governing Board- LCAP, Budget, and Budget Overview for Parents Adoption	Governing Board and School Community	June 24, 2025

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Equitable Access to Health and Wellness for All	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.

Equitable access to health and wellness for all, the first goal of the San Gabriel Unified LCAP, encompasses supporting student wellness, assessing mental and physical health, monitoring progress, and providing community wellness opportunities. Healthy learning environments are fundamental to optimal educational experiences. Cultivating a culture of care involves fostering empathy, resilience, and prioritizing the physical health and wellness of students as core values. Goal 1 is aligned to SGUSD's Portrait of a Graduate and reflects the district's commitment to promoting open communication, addressing mental health needs, and integrating social and emotional learning into the curriculum to create nurturing and caring schools.

This LCAP Goal was identified by community partners following analysis of multiple data sets, including, but not limited to: California Healthy Kids Surveys, suspension data, expulsion data, parent surveys, staff surveys, and anecdotal evidence. Inclusive transformative social-emotional instruction and mental health support is one of the three whole child domains of the CA MTSS Framework.

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.	2024 ALL 63% EL 60% SWD 48%	2024-25 ALL 63% EL 60% SWD 60%		5% increase ALL 68% EL 68% SWD 52%	ALL: 0% EL: 0% SWD: 12% increase
1.2	California Healthy Kids Survey (CHKS)	2024 63%	2024-25 84%		5% increase	21% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Survey Student Survey Response to Questions: Percent of elementary students who report positive school safety					
1.3	California Healthy Kids Survey (CHKS) Student Survey Percent of secondary students who report school connectedness	2024 57%	2024-25 ALL: 57% EL: 55% SWD: 55%		63%	0%
1.4	California Healthy Kids Survey (CHKS) Percent of UDP elementary students who report school connectedness	Fall 2025 Outcome to be determined in 2025	2024-25 74%		Increase 3% from 2025 baseline	baseline established in 2024-25 SY
1.5	California Healthy Kids Survey (CHKS) Parent Survey	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	2024-25 29% of Parents surveyed will agree or strongly agree that SGUSD schools are safe		60% or more of Parents surveyed will agree or strongly agree that SGUSD schools are safe	baseline established in 202425 SY
1.6	California Healthy Kids Survey (CHKS) Staff Survey: Safety	Fall 2024-25 the CHKS Staff Survey will be administered.	2024-25 24%		2025-2026 60% or more of Staff surveyed will agree or strongly agree there is a	baseline established in 2024-25 SY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					healthy school climate 60% or more of Staff surveyed will agree or strongly agree they feel SGUSD schools are safe.	
1.7	TK-5 Classrooms with regularly cheduled SEL (Social-Emotional Learning)	2024 0 % All TK- 5 classrooms have daily schedule that consistently includes SEL Not yet implemented	As of January 2025 80% of elementary school classrooms implement daily SEL		100% of TK-5 classrooms have a daily schedule that includes SEL	80% increase
1.8	Number of incidents of student suspensions (Aeries data source)	2023-24 (98) incidents of suspension in grades 6-12	As of January 2025, 24 instances of suspension for the 2024-25 school year.		25% decrease in the number of incidents of student suspensions	Year 1 Outcome - 50% decrease in the number of incidents of student suspensions
1.9	Number of Students Recommended for Expulsions (Aeries data source)	2023-24 (8) students were recommended for expulsion	As of January 2025 (2) students were recommended for expulsion		Goal zero students recommended for expulsion.	Year 1 Outcome - 75% decrease in the number of students recommended for expulsion
1.10	Percent of SED students identified / referred to counseling services, free of charge	In 2022-23 6%	As of January 2025 6%		Increase referrals to 10%.	0%
1.11	California Healthy Kids Survey (CHKS) Staff Survey: Connectedness	Fall 2024-25 the CHKS Staff Survey will be administered.	2024-25 24%			no change

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

Goal Analysis [2024-25]

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 2024–25, SGUSD implemented actions to expand counseling services, increase SEL opportunities, reduce suspension and absenteeism, and provide staff PD in trauma-informed practices. Each action prioritized students in poverty, foster youth, English Learners, and homeless youth.
Expanded site-based counselors, interns, and mental health clinicians across schools.

Description of the Goal:

At San Gabriel Unified, we believe that student wellness is foundational to learning. Goal 1 represents our community's commitment to ensuring that every student—especially our unduplicated students (LI, FY, EL)—has access to the physical, social-emotional, and mental health supports needed to thrive. This goal reflects not only our Portrait of a Graduate competencies of empathy and resilience, but also the culture of care our families, students, and staff consistently ask us to prioritize.
This goal was shaped through input from the California Healthy Kids Survey (CHKS), district suspension and expulsion data, parent and staff surveys, and direct feedback from advisory groups. Together, these measures confirm that a safe, supportive, and healthy learning environment is essential for academic and life success.

- Implementation of a new SEL curriculum to better deliver SEL lessons and wellness activities, including small-group supports for LI, FY, and EL students.
- Implemented PBIS and piloted restorative practices, beginning restorative circles at elementary and secondary schools.
- Offered professional development in SEL, trauma-informed care, and cultural responsiveness.
- Strengthened attendance teams and early warning systems to reduce chronic absenteeism.

All actions under Goal 1 were implemented as planned, including investments in professional development, curriculum adoption, and intervention staffing. Site principals report that instructional coaching and targeted small-group interventions were delivered consistently.

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 that exceeded county thresholds. Some reallocations occurred to ensure greater coverage at SGUSD's Equity Multiplier school.

- 1.1 Planned expenses were $6,000 and estimated actuals were $34,064. The needs of the most vulnerable student population exceeded budget projections.
- 1.2 Planned expenses were $1,198,363 and estimated actuals were $1,095,243.00. No significant material difference.
- 1.3 Not contributing, N/A
- 1.4 Planned expenses were $314,396 and estimated actuals were $298,463.00. Expenditures were slightly higher than the budgeted allocation.

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

Effectiveness of Actions:

- 1.1 Partially Effective. The data from the secondary Wellness Centers shows both a high rate of use by students who are sad, tired, anxious, or at risk of self-harm. The Wellness Centers are hubs for providing school based mental health services to students through the graduate school interns as well as therapists from outside agencies. The Wellness Centers provide a space to screen and provide students who are in need with Tier 1, Tier 2, and Tier 3 supports, depending upon the need of the student.

- 1.2 Effective.The Licensed Clinical Social Worker has effectively managed the increasing number of students experiencing housing instability, both through the use of LCSW interns, as well as MOU with providers who have expertise in connecting families to resources. SEL Curriculum Student participation increased; climate survey data improved (+3%). Teacher surveys indicate greater confidence in addressing student SEL needs.

- 1.3 Effective. This action was effective as evidenced by the attendance rates. The attendance rates in SGUSD have increased due to the efforts of the Child Welfare and Attendance counselor who has ensured that there are tiered, progressive, and intentional supports and interventions for chronically absent students. SART meetings are scheduled at each school site and egregious cases are referred to SARB and data shows that SARB remains an effective motivator that leads to an increase in attendance.

- 1.4 Effective This action is effective as evidenced by the decreased suspension and expulsion rates. Though, vaping continues to be an issue at all levels. Vape detectors have been ordered but have not yet been installed, so it is not clear if the sensors will decrease the number of reported vaping incidents in the bathrooms. Counseling/Mental Health. The ratio improved from 1:850 to 1:725; chronic absenteeism decreased, especially for FY students. PBIS/Restorative Practices/Suspension rates decreased slightly, but disparities persist for EL and FY students.

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:

In 2024-2025 SGUSD utilized the parent focused California Healthy Kids Survey. This is a new tool for determining parents' perception of the effectiveness of the school's academic program and school safety, as well as the level of engagement of SGUSD parents and the schools their children attend.

Changes for 2025–26:

- Metric 1.4 Refine climate survey instruments to better capture UDP student voice.

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 and Foster Youth	The Director of Student Services is the McKinney-Vento Liaison for San Gabriel Unified and will coordinate and monitor district-wide services for students experiencing homelessness (a subset of low income pupils) and foster youth by providing transportation, instructional materials and supplies, educational technology support, social-emotional support, and community resources to help students succeed academically and to engage in school. Support will include: Social and emotional services and training for staff for students experiencing homelessness and foster youth. This action reflects increased and improved services because it provides access to additional resources and support for all foster youth, and students experiencing homelessness to ensure they perform well in school. The effectiveness of this action will be measured by a drop in the distance from standard, for both student subgroups, in Chronic Absenteeism (Goal 3, Metric 1) and Suspension Rate (Goal 1, Metric 15) on the CA Dashboard.	$139,793.00	Yes

Action #	Title	Description	Total Funds	Contributing
		California Healthy Kids Survey questions about safety and school connectedness will also be used to inform this action (Goal 1, Metric 1) .		
1.2	Social and Emotional Health Support	Student Services will coordinate an MTSS-aligned mental health and social-emotional learning program that uses quantitative and qualitative data to drive the implementation of universal supports and interventions. The tools listed below will support the work of mental health and social-emotional learning staff to improve unduplicated pupil social and emotional learning. Support will include: • Counseling and Wellness spaces • Screeners and SEL curriculum This action is principally directed to socio-economically disadvantaged students and increases access to both universal and targeted SEL and mental health services. The effectiveness of this action will be measured by local indicators, including: The number of TK-5 classrooms that have a daily schedule that consistently includes SEL (Goal 1, Metric 9). Percentage of SED students identified / referred to counseling services (Goal 1, Metric 12).	$1,610,658.00	Yes
1.3	Physical Health Support	The Educational Services Department, in collaboration with site principals, will increase and coordinate physical health support services, including health clerks and school nurses to assist students needing physical health support. Coordinated safety training for all sites will ensure safety protocols are followed at all school sites and at the District office. The impact of physical health support on students and families will be measured by the CA Healthy Kids student surveys as well as by the district LCAP Parent and Staff Surveys.	$338,644.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Positive Climate and Culture	The Director of Student Support will facilitate and monitor the ongoing development of a positive climate and culture, as measured by suspension and chronic absenteeism rates. The programs and tools listed below will support the work of all staff and students to create a welcoming and inclusive environment characterized by clear behavior expectations and a robust crisis prevention system. Support will include: • TK – 12 PBIS • Restorative Practices • Anti-Bullying interventions • Substance Abuse Prevention and Education (anti- vaping) This action provides additional professional development and programs that impact a school’s climate and culture, including the development of clear expectations for students that will increase students' sense of belonging and feelings of safety and decrease the suspension rate. This action step was informed by the following 2023 CA Dashboard metrics: District-wide Suspension Rate All: Green -1.8 DFS Foster Youth: Red -13 DFS	$258,011.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Champion Student Academic Growth	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.

At San Gabriel Unified, we are committed to championing student academic growth and preparing every graduate for life beyond high school. This means ensuring all students including our English Learners, Foster Youth, Students with Disabilities, and socio-economically disadvantaged students receive the equitable supports they need to thrive. Goal 2 reflects our belief that academic achievement is not just about test scores; it is about creating inclusive, relevant, and engaging learning experiences that align with our Portrait of a Graduate competencies of communication, collaboration, creativity, resilience, empathy, and global citizenship.
Through data cycles, California School Dashboard results, and feedback from our Educational Advisory Committee, staff, and students, we identified that achievement gaps in literacy, mathematics, and language acquisition remain our most urgent challenges. By strengthening Multi-Tiered System of Support (MTSS) structures, supporting teachers with high-quality professional learning, and expanding opportunities in STEAM, VAPA, and college/career readiness, SGUSD is intentionally narrowing these gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) Dashboard	2023 ELA DFS All: +18.4 EL: - 35.1 SED: -1.8 FY: No performance data SWD: -88.2 HI: -30.5	2024 ELA DFS All: +18.42 EL: - 40.4 SED: -0.2 FY: No performance data SWD: -90.1 HI: -29		2026 ELA DFS All: +24.4 EL: -19.1 SED: +16 SWD: -60 HI: -21.5	2024 ELA All: no change EL: declined 5.3 SED: increased .2 FY: No performance data SWD:declined 1.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HI: positive increase by 1.5
2.2	California Assessment of Student Performance and Progress (CAASPP) Mathematics Dashboard	2023 Math DFS All: -12.1 EL: -54.4 SED: -33.4 FY: No performance data SWD: -138.2 HI: -75.7	2024 Math DFS All: -9.5 EL: -54.3 SED: -32.3 FY: No performance data SWD: -199.9 HI: -70.9		2026 CA Math DFS All: at standard EL: -34 SED: -20 SWD: -120 HI: -65	2024 MATH All: positive increase by 2.6 EL: no change SED: positive increase by 1.1 FY: No performance data SWD: declined by 61.7 HI: positive increase by 4.8
2.3	STAR Reading 6-12 Baseline will be determined in Fall 2024	Fall 2024 % at or above grade level ALL: 73% EL: 11.86% SED:62.82% FY: 0% Hisp: 62% SWD: 37%	Spring 2025 % at or above grade level ALL: 73% EL: 16.05% SED: 63.82% FY: 20% Hisp:62% SWD: 31%		Fall 2026 ALL: EL: increase 6% SED: increase 6% FY: increase 6% Hisp: increase 6% SWD:increase 6%	Difference from Baseline: % at or above grade level on STAR Reading Grades 6-12 Difference for ALL: no change Difference for EL: increase of 5% Difference for Hisp: no change Difference for SWD: decrease of 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	STAR Math K-12 Baseline will be determined in Fall 2024	Fall 2024 At or above grade level ALL: 69% EL: 48.85 % SED: 67.17 FY: 0% Hisp: 46% SWD: 32%	Spring 2025 At or above grade level ALL: 71% EL: 64.29% SED: 75.35% FY: 50% Hisp: 52% SWD: 33%		Spring 2026 Increase of 6% from Fall 2024 EL: increase 6% SED: increase 6% FY: increase 6% HI: increase 6% SWD: increase 6%	Difference from Baseline: % at or above grade level on STAR Math Grades K-12 Difference for ALL: increase 2% Difference for EL: increase of 5% Difference for Hisp: increase of 6% Difference for SWD: increase of 1%
2.5	English Learner Progress Indicator (ELPI) Dashboard	2023 47.4% making progress	2024 55.5% making progress		2025 57%	2024 Increase of 8% making progress
2.6	English Learner Reclassification Rate	Spring 2024 21.4%	Spring 2025 (May) 16.64%		Winter 2026 26.4%	2025 Decrease 8.54%
2.7	Teachers & Leaders Trained in Ellevation	Spring 2024 5%	2025 27%		Winter 2026 50%	2025 Increase 22%
2.8	Teachers & Leaders Trained in the CA EL Roadmap	Spring 2024 3%	Spring 2025 47%%		Spring 2026 40%	2025 Increase 44%
2.9	Teachers & Leaders Trained in Guided Language Acquisition and Designed Project (GLAD)	2024 18.59%	2025 46.12%%		2026 35.3% increase	2025 Increase 27.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Annual Percentage (LTEL) who meet reclassification local data from Ellevation	Spring 2024 16.2%	2025 31%		2026 26.2%	2025 Increase 14.8%
2.11	California Science Test (CAST) DataQuest % Met or Exceeded	2023 ALL:45.1% SED:37.5%	2024 ALL: 30.7% SED: 20.7%		2025 ALL: 50% SED- 45%	2024 ALL: decline 14.4% SED: decline 16.8%
2.12	CTE Pathway Completion CALPADS Report 15.1	2023 13.2%	2024 21%		2025 25%	2024 increase 7.8%
2.13	CA Dashboard: College and Career Readiness Indicator	2023 CA Dashboard 50% prepared	2024 CA Dashboard 62.7% prepared		2026 60% Prepared	2024 increase 12.7%
2.14	CTE & a-g Completion Dashboard Additional Report:	2023 51.2%	2024 58%		2025 Maintain 53.4%	2024 increase 6.8%
2.15	Advanced Placement (AP) Pass Rate Dashboard Additional report: Measurement of “Prepared by Advanced Placement”	2023 53.4%	2024 65.3%		2025 Maintain 53.4%	2024 increase 11.9%
2.16	ELO-P Participants’ School Attendance Rates	2024 Spring 95%	Spring 2025 96%		2026 Spring 95%	2025 increase 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	ELO-P Family and Student Feedback surveys Satisfaction Rate	2024 Spring 73%	2025 Spring 90.32%%		2026 Spring 83%	2025 increase 27.3%
2.18	EAP CAASPP (ELA/Math 11th Grade)	2023 55.7% of 11th graders met or exceeed in ELA 27.4% of 11th graders met or exceeed in Math	2024 55.8% of 11th graders met or exceeed in ELA 27.9% of 11th graders met or exceeed in Math		2025 EAP ELA: 60% 2025 EAP Math: 30%	2024 ELA increase.1% Math increase. 2%
2.19	ELO-P Program Expansion Rate	2024 Spring Expansion not yet in place. Baseline 0	2025 5 programs added		2027 Sustain program expansion by introducing at least 5 new programs annually.	2025 Increased 5 programs
2.20	Access to a Broad Course of Study (BCS) % enrolled in (AP), (CTE) Completers, and the Seal of Biliteracy (SB)	2022-2023 AP: 40.8% CTE Completers: 4% SB: 46 students	2024-2025 AP:48.6% CTE Completers: 9.62% SB: 54		2025-2026 AP: 48% CTE Completers:10% SB: 75 students	Increased 7.8%
2.21	Percentage of Hispanic Students referred for Special Education Services in K-5	2023-2024 Correction made in 2024-2025	Spring 2025 63%		2025-2026 Decrease in referrals to 48% or fewer*	2025 Decreased 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6% was originaly reported. This number should have been 73% in 2022-2023			*Revised outcome reflects data correction in 2025.	
2.22	Percentage of elementary students with access to Arts Education in 5 Arts Disciplines.	Spring 2024 100%	Spring 2025 100%		SPRING 2026 100%	2025 Full Implementation (100%)
2.23	A-G Completion Rate	Spring 2025 54.9%				This metric was added in 2025

Goal Analysis [2024-25]

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.

Implementation:

SGUSD made strong progress implementing most actions under Goal 2. Tiered MTSS interventions were delivered districtwide, with interventionists and small-group instruction reaching more students than ever. Professional learning expanded significantly, particularly in literacy and early math supports. Visual and Performing Arts programs flourished through Proposition 28 funding, and CCI growth demonstrated the impact of college and career readiness initiatives.
Some actions, however, were only partially implemented. Language acquisition programs and designated ELD courses were delivered inconsistently across sites due to staffing transitions. Professional development for ELD practices reached fewer teachers than planned. And science instruction did not yet align tightly enough to NGSS expectations, resulting in CAST declines.

San Gabriel Unified fully implemented most of the actions in Goal 2.

Successes-These actions were fully implemented in in the 2024-2025 school year:

- 2.1 TK-12 District-wide MTSS Tiered Intervention
- 2.2 MTSS Professional Learning Opportunities
- 2.3 Equity Blueprint

- 2.7 Visual and Performing Arts
- 2.8 College and Career Readiness
- 2.9 All Staff Professional Development
- 2.10 Science, Technology, Engineering, Arts, and Math)(STEAM)
- 2.11 Expanded Learning Opportunities Program (E-LOP)

Challenges-These actions were mostly implemented in 2024-2025 due to staff transitions:

- 2.4 TK-12 Language Acquisition Programs for All English Learners,
- 2.5 Improve 5th-12th grade Designated ELD for all Long Term English Learners (LTELs)
- 2.6 English Language Professional Development for all Teachers.

Substantive Differences in Planned Actions and Actual Implementation to Note:

- 2.1 MTSS Professional development needs exceeded the planned budget.

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

Material Differences for Goal 2:

- 2.1: 58% was spent. This was attributed to the reduction of intervention teacher staff due to attrition and vacant positions were unfilled. The Learning Emergency Recovery Block Grant (LREBG) was used to offset the cost of intervention supports.
- 2.2: 370% was spent. Expenditures exceeded the planned budget due to the cost of additonal PD to build district MTSS capacity.
- 2.4: 192% was spent. Expenditures exceeded the planned budget by almost 50% due to increased attendance at and interest in EL Roadmap training.
- 2.6: 77% was spent. Expenditures were less due to the reduction in an EL TOSA position and staffing changes, professional development offerings were less than had been planned.
- 2.7: 38% was spent. Due to the addition of Music Immersion program staff, expenditures exceeded the planned budget by $210, 899.
- 2.8: 166% was spent. Due to professional delvelopment costs that were hired than originally estimated.

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

The action steps in Goal 2 have had some positive impact on the stated metrics, and it is anticipated that the efficacy and impact will improve in the 2025-2026 school year as the impact of system building is more fully realized in measurable student outcomes.

- 2.1 Effective: To date, this action step has shown limited effectiveness in improving high altitude scores in ELA and Math scores. CASPP ELA growth from 2023 to 2024 has remained essentially flat (-.2DFS). CAASPP Math growth from 2023-2024 was also

minimal (+2.6 DFS) However, there are early signs of progress at certain grade levels, particularly in local literacy indicators, suggesting that shifts in instructional practices are beginning to take hold. The widespread implementation of elementary small group instruction with over 90% of classrooms participating—is a significant achievement. Yet, inconsistent fidelity and accountability at the site level appear to be limiting broader impact. Continued focus on ensuring high-quality instruction and stronger implementation support will be critical to realizing measurable gains across all student groups.

- 2.2 Effective: SGUSD has been rolling up more intentional MTSS structures, starting at the elementary level and as such, has seen success at the elementary level. As seen in local assessment data, MTSS has been effective in a number of grade levels at the elementary level. 1st Grade literacy scores have increased significantly since the expectations of small group instruction, the establishment of a comprehensive assessment system, and the implementation of interventionists on each site. From the beginning of the year to the middle of the year assessments, despite an increase in rigor from window to window, students who were Proficient or above rose from 52% to 67%. Another grade level showing growth is 4th grade. After conducting instructional rounds and site leadership discussions, SGUSD believes that fidelity to implementation is the deciding factor in the success of MTSS implementation. This is the first year that principals have participated in the MTSS Grade Level groups and have learned alongside their teachers. This is a practice the Educational Services leaders will continue next year to ensure that more teachers and site leadership have a opportunities to deepen their learning and hold staff accountable. At both the middle and high school level, work has been done to begin building the structures that allow for deeper MTSS implementation, from providing interventionists to MTSS Coordinators on each site to help teachers analyze their data and make data-informed shift in instruction as needed. Surveys have been conducted at the high school level to begin ensuring that embedded time is used with fidelity to allow fluid interventions for students in need.

- 2.3 Effective: In 2024-2025 Equity Blueprint was completed. The Equity Blueprint Plan was shaped by identifying student opportunity and outcome gaps, as well as in how we hire and support staff. The plan provides a clear path forward, which we can only follow successfully through shared commitment and collaboration across the district. Based on findings in a systemic review of student outcomes, student and staff surveys and focus groups, and course offerings, the district determined a multi-pronged, multi-year approach to address access and outcome gaps between student groups, school and district resources, staff recruitment and retention, professional learning, and school climate and culture. Actions in the plan include strategies such as role-based trainings and shifting curricular and instructional practices based on learnings for the purpose of improving student learning environments. Now that the Blueprint is complete, the SGUSD will with LACOE to provide cultural proficiency trainings to aid in implementing more student-centered instruction. LACOE will also support SGUSD leadership to ensure that all site administrators are aware of expectations and implementation strategies. Data will be produced through surveys, focus groups, and the tracking of student achievement, in particular for those in marginalized groups.

- 2.4 Ineffective: Students are monitored through ELLevation and reclassification rates are increasing. In Spring 2025 16.64% of English learners reclassified. There were less professional learning opportunities in 2024-25, professional learning was not consistent at each school site, there was an influx of newcomers in the secondary level, high school testing windows overlapped with Summative ELPAC, CAASPP and STAR. One observation to note was that 9th, 10th and 12th grade level 1 students increased and level 4 results dropped.The reclassification rate has decreased but the ELPI indicates that we are on track for reclassification.

- 2.5 Effective: It has been a challenge to build and maintain systems that positively impact the ELD program. The increase in the districtwide ELPI score from 2023 to 2024 (+6.8) indicates a significant positive trend. Some teachers have received professional development using the EL Roadmap. Teachers will benefit from ongoing support and specific training on how to align the courses using the EL Roadmap in 2025-2026.

- 2.6 Effective: All secondary LTELS were placed in a Designated ELD course in 2024-2025. Some teachers received professional development using the EL Roadmap. Teachers will benefit from ongoing support and specific training on how to align the courses using the EL Roadmap in 2025-2026.Training was not held consistently across sites and it was difficult to schedule due to unforeseen circumstances. Alignment of instruction to the EL Roadmap will continue to support district wide consistent Designated and Integrated ELD instruction.

- 2.7 Effective: SGUSD's targeted actions have effectively advanced the 2024–2029 VAPA Strategic Plan, enhancing arts education through strategic hiring, curriculum adoption, professional development, and infrastructure improvements.

- 2.8 Effective: As of 2024, SGUSD's CCI "Prepared" level stands at 62.7%, which is an increase of 12.7 points over previous. The district aims to continuously elevate this percentage by moving student subgroups—specifically English Learners, Hispanic students, students experiencing homelessness, and students with disabilities—from the "Low" performance level to "Medium," "High," or "Very High." While comprehensive data analysis is ongoing, initial indicators suggest positive trends in student engagement and achievement within the implemented programs.

- 2.9 Effective: Ongoing MTSS Grade Level meetings at the elementary level allow for consistent and intentional collaboration and learning at each grade level, K-5. In addition, 3 all-staff PD days, TK-12, have been used for District-wide data analysis and instructional discussions. The District also provides training in artificial intelligence as a means to more effectively develop differentiated lessons for small group instruction and to help build knowledge in all participating staff members.

- 2.10 Ineffective: CAST data from 2023 to 2024 shows a significant decline in the percentage of students meeting or exceeding standards: All Students: Dropped from 45.1%t o 30.7% (-14.4 percentage points). Socioeconomically Disadvantaged (SED) Dropped from 37.5% to 20.7% (-16.8 percentage points) This trend indicates that implementation of the science program has faced challenges, particularly in addressing the needs of SED students. The drop suggests either a misalignment of instruction, curriculum and assessment rigor or external factors impacting student performance (e.g., instructional time, staff transitions, or resource access).

- 2.11 Effective: To date, the Expanded Learning Opportunities Program has been effective in increasing access to enrichment, academic support, and social-emotional learning opportunities for students beyond the regular school day. Participation rates have steadily grown across elementary sites, with high engagement among unduplicated pupils, including English Learners, foster youth, and students from low-income households. Feedback from families indicates that ELOP has provided a safe, structured, and enriching environment that supports working parents while extending students’ learning and connectedness to school.

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:

- 2.1 As a result of reflections on prior practice and a commitment to improving early literacy outcomes, the District has made key adjustments to its planned actions and local data for the coming year. Specifically, the District is transitioning from Acadience to DIBELS as its local literacy assessment tool beginning in fall 2025. This change is intended to provide more precise and research-based screening for identifying students with dyslexia and other reading challenges earlier in their academic journey, allowing for more timely and targeted interventions.

- 2.2 As a result of ongoing reflection on prior practice and subgroup performance data, SGUSD made targeted adjustments to its math goals and instructional strategies for the coming year. Specifically, secondary math pathways will emphasize greater intentional access, support and focus on the needs of English Learners (ELs). This includes the integration of designated and integrated ELD strategies directly within general education math instruction to better support language development alongside content mastery. These changes stem from the recognition that EL students have shown minimal growth in Math DFS despite broader system efforts. In response, professional development and lesson design will now prioritize academic language supports, visual scaffolding, and structured opportunities for mathematical discourse. These instructional shifts aim to make math content more accessible and ensure that EL students are not only participating in, but also deeply engaging with, rigorous coursework.

- 2.4 LCAP Action 2.4 has been determined to be a subset of Action 2.6, rather than a stand alone action step. Action 2.4 will be eliminated for the 2025-2026 school year.

- 2.5 Expand coaching and observation opportunities for certificated staff to increase capacity in ELD instructional practices.

- 2.6 Increase opportunities for teachers to participate in Guided Language Acquisition Design (GLAD) professional development to increase EL student outcomes.

- 2.10 To address the decline in CAST performance and support progress toward the 2026 targets, the District is implementing a new high school science textbook adoption aligned with the Next Generation Science Standards (NGSS). This adoption process is designed not only to ensure content alignment, but also to address the instructional gaps identified through data analysis, professional learning and instructional practices that support all students in inquiry-based, hands-on, and academically rigorous science learning. By grounding this initiative in both standards alignment and inclusive pedagogy, the District aims to strengthen Tier 1 instruction, boost student engagement, and ultimately reverse the downward trend in science achievement. The selected materials will include embedded scaffolds for English Learners (ELs) and Students with Disabilities (SWD) to ensure accessibility of complex science concepts and promote equitable learning opportunities.

Changes in Metrics:

- Goal 2, Metric 21-Percentage of Hispanic Students referred for Special Education Services in K-5 Goal 2, Metric 21. Baseline data for Metric 2.21 was incorrectly entered. Baseline in 2022 and Y2 outcome was updated in 2025 and now matches the Significant Disproportionality rates collected.

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	All SGUSD schools will use the CA MTSS model and the SGUSD MTSS Handbook to improve the measurable student outcome of MTSS tiered academic intervention in ELA and Math, ELA and Math. Under the guidance of the Director of MTSS and Innovation, the District Math and English Language Arts Interventionists will support teachers with data-informed MTSS tiered lesson modeling, coaching, and small group instruction. Interventionists will also provide Tier 2 and 3 support to students. SGUSD will provide expanded learning opportunities and targeted intervention supports for students who experienced learning loss as a result of the COVID-19 pandemic. Learning Recovery Emergency Block Grant (LREBG) funds will be used to increase Tier II and Tier III instruction to accelerate learning for unduplicated pupils (low-income students, English Learners, and foster youth). Additionally, LREBG funds will be utilized to support the Instructional Improvement of Tier I instruction with the goal of improving instructional practices like small group instruction and data driven interventions. $1,554,707.12 in LREBG funds will be used to support this action. Research from the National Center for Education Statistics and the Annenberg Institute for School Reform highlights that data driven instruction, extended learning time, and targeted small-group interventions are among the most effective strategies for accelerating learning and closing opportunity gaps for students most impacted by interrupted learning. Studies consistently show that students in poverty, English Learners, and foster youth benefit the most from these interventions when they are sustained, data-driven, and embedded within the school day.	$4,341,713.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All SGUSD schools will use the research based CA MTSS model and the SGUSD MTSS Handbook to improve the measurable student outcome of MTSS tiered academic intervention in ELA and Math, ELA and Math. Under the guidance of the Director of MTSS and Innovation, the District Math and English Language Arts Interventionists will support teachers with data-informed MTSS tiered lesson modeling, coaching, and small group instruction. Interventionists will also provide Tier 2 and 3 support to students. Metrics used to evaluate the effectiveness of 2.1 include: 2.1, 2.2, 2.3, 2.4, 2.5 This action step was informed by the following 2023 CA Dashboard metrics: District-wide-Math CAASPP data: • English Learners: Orange at -54.4 DFS • Socioeconomically Disadvantaged: Orange -33.4 DFS • Students with Disabilities: Red -138.2 DFS • Hispanic: Orange -75.7 DFS Site Math CAASPP data: Gabrielino HS • English Learners: Red -250.4 DFS • Students with Disabilities: Red -206.4 DFS • Hispanic: Red at -290.5 DFS Site ELA CAASPP data: Gabrielino HS • English Learners: Red -85.2 DFS • Students with Disabilities: Red 164.6 DFS Jefferson MS • Students with Disabilities: Red -85.2 DFS Roosevelt ES • Hispanic: Red -77.3 DFS Site Math CAASPP data: Gabrielino HS		

Action #	Title	Description	Total Funds	Contributing
		• English Learners: Red -250.4 DFS • Students with Disabilities: Red -206.4 DFS • Hispanic: Red -290.5 DFS The effectiveness of this increased and improved action will be measured by increases in student performance on the following district-wide metrics: • ELA CA Dashboard indicator (All Students) • Math CA Dashboard indicator (All Students) • Math CA Dashboard indicator (Students with Disabilities)		
2.2	MTSS Professional Learning Opportunities	The Director of MTSS and Innovation will oversee the implementation of SGUSD academic-focused professional development for teachers, administrators, and staff to build capacity to effectively implement MTSS with fidelity. SGUSD will provide academic-focused professional development for teachers, administrators, and staff to build capacity in implementing a robust Multi-Tiered System of Support (MTSS) framework. This action responds directly to the student data gaps identified in Action 2.1, ensuring equitable access to high-quality instruction and targeted intervention for all students. Professional development will include: • Training for site leadership in supporting MTSS implementation with fidelity. • Training for teachers on Universal Design for Learning (UDL) and small group instructional strategies to better meet diverse student needs. • Collaborative work groups and grade-level/department meetings to deepen MTSS practices and align with culturally proficient instruction TK–12. • Training in data analysis, using the district's data tracking fidelity tool to monitor student progress and determine interventions. • Training in the administration of evidence-based assessments to screen students and identify academic needs.	$127,879.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Training for all staff on the SGUSD SST and MTSS handbooks to strengthen referral, progress monitoring, and intervention processes. • Learning walks and feedback cycles to provide ongoing coaching and reflective practice. • New Teacher Academy support with MTSS foundations. • Summer professional learning dedicated to strengthening MTSS practices. Support for Unduplicated Pupils: This action will strengthen Tier II and Tier III supports for English Learners, foster youth, and low-income students by: • Ensuring that teachers have the tools and strategies to provide differentiated small-group instruction (Tier II). • Equipping staff with skills to implement intensive interventions for students demonstrating significant and persistent needs (Tier III). • Using data to identify students requiring additional support earlier and to provide culturally responsive interventions tailored to UDP needs. • Building capacity across the system so that UDP students have equitable access to targeted, research-based supports beyond core instruction. Metrics: Impact will be measured by improvements in local and state benchmarks, including metrics: • 2.1 CAASPP ELA • 2.2 CAASPP Math • 2.3 STAR Reading (6-12) • 2.4 STAR Math (K-12) • 2.5 English Learn Progress Indicator (ELPI) • Monitoring of student progress through MTSS data tools and SST processes. • Participation and success rates of UDP students in Tier II and Tier III interventions.		

Action #	Title	Description	Total Funds	Contributing
2.3	Equity Blueprint	Using the SGUSD Equity Blueprint as a guide, increase and improve the impact of MTSS through professional development in cultural proficiency and trauma-informed instructional practices. This action is informed by the significant disproportionality of Hispanic Students identified for special education. Improved professional development will result in a reduction in the number of referrals of Hispanic students for special education.	$207,386.00	No
2.4	TK-12 Language Acquisition Programs for All English Learners	Using the English Learner Roadmap, improve the measurable student impact of district language acquisition programs (Structured English Immersion and Dual Language Immersion) on English learners. This action step was informed by the following 2023 CA Dashboard metrics: • District-wide English Learner Data • District-wide English Learner Progress Indicator, “ELPI” score (Orange in 2023) on the CA • Dashboard. 47.4% and a decline of 6.8 from 2022 The effectiveness of this LCAP action will be measured by increase in student performance on the CA Dashboard District-wide English Learner Progress Indicator, “ELPI” score (Orange in 2023) on the CA Dashboard. The first outcome will be to correct the student performance decline, followed by annual improvement on the ELPI.	$0.00	No
2.5	Supplemental 5th-12th grade Designated ELD Instruction for all Long Term English Learners (LTELs)	The number of LTELs in SGUSD remained consistently high through the last LCAP Cycle. Using the English Learner Roadmap, increase and improve the specialized English Language Development (ELD) program, tailored specifically for Long Term English Language Learners (LTELs), with a focus on language acquisition, vocabulary development, reading comprehension, writing skills, and academic language proficiency. This	$1,025,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
		includes: • Designated English Language Development Teachers • Speech and Debate for English Learners • Long Term English Language Learners (LTELs) Journalism Class The impact of increased, improved, and specialized LTEL language programs will be measured by a decrease in the number of LTELs and by an increase in the LTEL Reclassification Percentage.		
2.6	English Language Development (ELD) Professional Development for all Teachers	In order to increase and improve the frequency and quality of district-wide Designated ELD and Integrated ELD instruction, SGUSD Teachers and School Leaders will receive coordinated, professional development and coaching in the following 3 core areas: How to use Ellevation to monitor English learner student progress, communicate with families, and collaborate district-wide to provide effective designated and integrated ELD at all levels. How to use Ellevation Instructional Strategies to identify best instructional practices best practices for English learners and are research-based and how to implement the instructional practices. How to use/implement principles of the California English Learner Roadmap, with an emphasis on Principals 1-3 to provide effective designated and integrated ELD at all levels. How to use Guided Language Acquisition Design (GLAD) to improve Integrated and Designated ELD instruction in the classroom at all grade levels. This action includes: • EL Teachers on Special Assignment (TOSAs) • The effectiveness of this three-pronged professional development agenda will be measured over this LCAP cycle by the following metrics: • Number of Teachers and Leaders trained in each core ELD area. • English Learner Progress Indicator (ELPI) scores on the CA Dashboard.	$738,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Annual percentage of reclassified LTEL students. • English Learner Proficiency Assessment of California (ELPAC) data.		
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, English Learners, and foster youth. 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 foster youth and 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: • 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.	$586,266.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide necessary resources, materials, and instruments so that cost is never a barrier to participation. Metrics used to evaluate effectiveness include: 2.22 Percentage of students with access to Arts Education in 5 Arts Disciplines.		
2.8	College and Career Readiness	Increase the percentage of high school graduates that meet the CA Dashboard College/Career Indicator (CCI), "Measures of Readiness" at the Prepared level through the following improved services and programs for unduplicated students: • Dual Enrollment, CTE Coordinator • AERIES data • CTE pathway expansion • Dual Enrollment Collaboration and alignment of pathways with Pasadena City College • CTE teachers, administrators, and academic counselors with professional development to ensure high-quality CTE instruction and support for students development of CTE Advisory Committees for all pathways • Provide students with enhanced opportunities for Dual Enrollment and CTE (i.e, Future Business Leaders of America, Work-based learning, Career counseling, etc.) • Naviance subscription • Pay for unduplicated pupils' related testing fees • Implement the State Seal of Civic Engagement student participation numbers • Increase the State Seal of Biliteracy student participation numbers In 2023 the CA Dashboard CCI Indicator (CCI) represented status only and the CCI for SGUSD was 50% Prepared. The effective implementation of this action step will move the following student subgroups out of the CCI Low Performance Level to Medium or High or Very High:	$1,208,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• English Learners • Socio Economic Disadvantaged • Hispanic students • Students experiencing homelessness • Students with Disabilities		
2.9	All Staff Professional Development	The Assistant Superintendent of Educational Services will oversee the design, delivery, and monitoring of professional learning to strengthen educator capacity in implementing district initiatives with a focus on improving outcomes for unduplicated pupils (English Learners, foster youth, low-income students, and students experiencing homelessness). Research from the Learning Policy Institute and California Department of Education emphasizes that sustained, high-quality professional learning aligned to MTSS and culturally responsive practices is a key driver in closing achievement gaps. Professional learning will include: • MTSS and PBIS: Training staff to identify and implement Tier II and Tier III supports, ensuring UDP students receive targeted academic and behavioral interventions. • English Learner Roadmap: Building teacher capacity to support language development and equitable access to rigorous content for English Learners. • Artificial Intelligence (AI) Integration: Equipping educators with tools to differentiate instruction and provide personalized learning pathways for UDP students. • Data-Informed Collaborative Planning: Using disaggregated data to identify gaps, monitor student progress, and plan interventions that prioritize UDP needs. • All Staff Professional Development Days: Embedding equity-focused training so that every staff member contributes to a system of support for students facing barriers to success. • Research based, targeted supports for UDP (Socioeconmically disadvantaged, English Learners, and Foster Youth) Students:	$524,508.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action ensures that educators are prepared to address the systemic barriers faced by UDP students by: • Equipping staff with strategies to accelerate learning for English Learners through language-rich, scaffolded instruction. • Providing training on trauma-informed practices to support foster youth and students experiencing homelessness. • Strengthening teacher collaboration around data so that academic gaps for Hispanic students, foster youth, and low-income students are identified early and addressed with targeted interventions. • Embedding culturally responsive and inclusive instructional strategies to affirm the diverse identities of all students. Metrics used to evaluate this action include reductions in the Distance from Standard on the California Dashboard for the following student groups: • English learners • Socioeconomically Disadvantaged • Foster Youth • Hispanic Students • Students with Disabilities • Students Experiencing Homelessness Addtional Metrics include: • 2.1 & 2.2 ELA & Math CA Dashboard Indicator: % of students meeting/exceeding standards (disaggregated for English Learners, socioeconomically disadvantaged, foster youth, 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.		

Action #	Title	Description	Total Funds	Contributing
		• 2.3 & 2.4 Local Benchmark Assessments: % of UDP students demonstrating growth in ELA and Math (e.g., STAR, and district-selected assessments). • Professional Development Participation/Implementation: % of staff participating in PD, with evidence of classroom implementation through survey data.		
2.10	Science, Technology, Engineering, Arts, and Math (STEAM)	The SGUSD Science, Technology, Engineering, Art and Math (STEAM) Program will increase opportunities for unduplicated students to explore interdisciplinary connections and develop essential skills for success in the 21st century by using the Portrait of a Graduate Competencies. This program will encourage creativity, critical thinking, collaboration, and innovation across the STEAM disciplines. Increases in the following areas will produce improved STEAM outcomes for unduplicated as measured by growth in CA Science Test (CAST) scores district-wide. Increased services to include: • STEAM Teachers • Professional Development for STEAM implementation • Professional Development for Artificial Intelligence	$801,976.00	Yes
2.11	Expanded Learning Opportunities Program (ELO-P)	SGUSD's ELO-P provides additional learning opportunities and support for students outside of the regular school day to enhance academic achievement and socio-emotional development in the following areas: • Expanded Learning Time • ELOP Enrichment Programs: extracurricular activities such as sports, arts, music, STEM (Science, Technology, Engineering, and Mathematics), or academic clubs • Tutoring and Academic Support • Mentorship Programs • Music Immersion	$1,216,802.00	No

Action #	Title	Description	Total Funds	Contributing
		• Social and Emotional Learning (SEL) • Before and after school care for students The effectiveness and impact of SGUSD's Expanded Learning Opportunities Program (ELOP) will be assessed throughout monitoring the following key metrics: • Percentage of increase in school attendance for students who participate in after school care. • The expansion of the yearly introduction of new programs in SGUSD's ELOP • Feedback from students and parents through surveys to assess satisfaction with ELOP value and effectiveness • Assessments to gauge progress in SEL competencies reflecting an impact on students' socioemotional development.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen School and Community Connectedness	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.

Learning happens best in environments where students feel connected, valued, and supported. Goal 3 focuses on building positive school climates, ensuring strong family-school-community partnerships, and expanding opportunities for student voice and leadership. This goal reflects our Portrait of a Graduate vision, particularly empathy, collaboration, and global citizenship, and underscores that academic growth cannot be separated from belonging and well-being.

Strengthening School and Community Connectedness is the third goal of the San Gabriel Unified LCAP Plan. As educational partners, SGUSD families and communities are critical in preparing students to thrive in school and life. Listening to and elevating the voices of our educational partners promotes deeper engagement. Together, we are creating an educational experience (#sangabrielexperience) that fosters the Portrait of a Graduate competencies (Communication, Creative Thinking, Collaboration, Empathy, Resilient, Global Citizen) in all students at all levels. By modeling the competencies, SGUSD will strengthen the district and schools' climate and culture and create empowered systems of engagement that ensure everyone has the opportunity to contribute. Objectives of this goal include: Increasing Parent/Community Partnership; Providing robust two-way communication to engage community partners; and ensuring more collaborative decision-making and leadership opportunities.

Family and community engagement, featuring trusting family and community partnerships is an essential feature of whole-child support in the CA MTSS Framework.

Local data confirm the relevance of this work and community partners expressed strong support for collaborate structures through LCAP planning cycles and site-based input forums.

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)	2023 Dashboard ALL:19.9% EL: 17.4% FY: 40% HY: 51% SED: 23.6% SWD: 28.2% HI: 34.1% White:25%	2024 ALL: 14.3% EL: 13.6% FY: 30% HY: 35.6% SED: 17.5% SWD: 25.7% HI: 25.8% White:25.8%		2026 Dashboard ALL: 8% EL:7% FY: 8% HY: 8% SED: 8% SWD:8% HI:8% White: 8%	2024 ALL: improved 5.6% EL: improved 3.8% FY: not reported / too few HY: improved 15.4 % SED: improved 6.1% SWD: improved 1.2% HI: improved 8.3% White: maintained
3.2	Chronic Absenteeism Rate Districtwide (K-8) SGUSD AERIES	April 2024 Chronic Absenteeism Rate District-wide ALL: 13% SED: 11.8% SWD: 16.7% EL: 10.6% FY: 25% HY: 33.3%	Winter 2025 ALL:9.5% SED: 11.5% SWD: 17% EL: 6.6% FY: 19% HY: 34.1%		Winter 2027 Chronic Absenteeism Rate District-wide ALL: 8% SED: 9% SWD:13% EL: 8% FY: 20% HY: 25%	2025 ALL: improved 3.5% SED: improved .3 % SWD: declined .3% EL: improved 4%s FY: improved 3.5% HY: improved .8 %
3.3	Student Absenteeism % Students absent 0% District-wide CALPADS 14.1 Report	2023 ALL: 10.93% SED: 10.22% EL: 8.87% HY: 3.85%	2024 ALL: 4.33% SED:4.67% EL: 4.4% HY:7.83%		May 2026 All:10% SED: 10% EL: 8% HY: 3%	2024 ALL: decreased 6.6% SED:decreased 5.5% EL:decreased 4.47% HY: increased 3.98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Dropout rate: Middle School CALPADS Fall1 Report 8.1c - Student Profile	2023 0.0%	2024 0.0%		2026 0.0%	2024 Maintained 0%
3.5	Dropout rate: High School DataQuest: Dropouts by grade This metric is no longer valid/ supported by CDE and will be eliminated from the LCAP, effective 2025.	No longer valid				This metric is no longer valid/ supported by CDE and will be eliminated from the LCAP, effective 2025.
3.6	High School Graduation Rate DataQuest: 4-year adjusted cohort graduation rate	2022-2023 Cohort : 94.7% Hispanic/ Latino: 153/ 90.8% Asian: 198/ 96.5% White:17/ 94.1%	2023-2024 Cohort :94.1% Hispanic/ Latino: 136/ 89.0% Asian: 231/ 97.4%- White:*Not reported.To protect student privacy, data are suppressed (*)		2025-2026 Increase or maintain 94.7% 4-year adjusted cohort graduation rate	2025 Hispanic/ Latino: maintained Asian: increased very slightly White- Not available
3.7	Parent response to SGUSD Annual EL Parent Survey Question: “I know how to get translation for report cards, notes, meetings, and conferences.”	SPRING 2024 Response 93%	2025 96.3%		Spring 2027 Response 96%	2025 increase 3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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."	SPRING 2024 Response 93%	2025 100%		Spring 2027 Response 96%	2025 increase 7%
3.9	Translation/ Interpretation requests received and filled.	Spring 2024 303 received 284 filled by Community Liaisons (93.4%)	2025 578 received 555 filled by Community Liaisons (96%)		Winter 2024 95%	2025 increase in number of requests: 275 increase in percentage filled: 2.4%
3.10	Parent Academy Attendance	2023-2024 Annual Parent Academy Attendance- 115 Parents	2024-2025 Annual Parent Academy Attendance- 106 Parents		2026-2027 200 Parents	2025 decrease 7 parents
3.11	Annual Parent Participation Count per meeting - District English Learner Advisory Committee (DELAC)	2023-2024 6 Parents	Fall 2024 6 Parents		2026-2027 15 parents	2024-2025 0% change
3.12	Annual Parent Participation count per meeting from Educational Advisory Committee *(EAC).	2023-2024 Average Parent Participation count from-EAC parents 20	2024-2025 8 parents		2026-2027 Average Parent Participation count fromEAC parents 35	2024-2025 decrease 12 parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*(Serves as SGUSD's Parent Advisory Committee)					
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"	2022 - 23 ALL 5.3% SED 5.5% EL 7.8% HY: 15%	2023 - 24 ALL 5.9% SED 7.3% EL 15.8% HY: 25%		2024-25 ALL 3% Dropout rate SED 5% EL 10% HY: 20%	Difference ALL +.6% SED +1.8% EL + 8% HY: +10%

Goal Analysis [2024-25]

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.

Description of the Goal:

Goal 3 focuses on building positive school climates, ensuring strong family-school-community partnerships, and expanding opportunities for student voice and leadership. This goal reflects our Portrait of a Graduate vision, particularly empathy, collaboration, and global citizenship, and underscores that academic growth cannot be separated from belonging and well-being.

Through California Healthy Kids Survey (CHKS) data, attendance rates, suspension/expulsion trends, and family engagement surveys, SGUSD has identified disparities in connectedness. English Learners, Foster Youth, and socio-economically disadvantaged students report feeling less connected to their schools than their peers. This goal seeks to close those gaps by separated from belonging and well-being.

Overall Implementation:

- LCAP Goal 3 was fully implemented in the 2024-2025 school year with mixed data outcomes, suggesting room to refine and reformat services and supports.

- Substantive Differences in Planned and Actual Implementation: Parent workshop attendance and participation rates remains lower than desired.
- Relevant Changes to Note: In response to parent feedback, Parent Academy will be discontinued for 2025-2026.
- Successes Experienced: Multilingual parent services increased and parents report increased need for ongoing primary language support to access American school in SGUSD.

There were no challenges to note with Goal 3.

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

Material Differences:

- Action 3.1 Family Engagement: 73% was spent, Budgeted $40,402, actual $129,348. Slight underspending due to lower turnout at some events and unspent allocations for childcare at evening workshops.
- Action 3.2 Attendance Supports: 72% was spent, Budgeted $394,323, actual $283,036. Costs increased because of additional staffing needed for attendance monitoring and expanded home visits.
- Action 3.3 Student Leadership: 76% was spent, Budgeted $45,154, actual $34,370. Spending aligned, with funds directed toward stipends for advisors and student leadership activities.
- Action 3.4 Improved Attendance Rate TK-8: 158% was spent, $188,469, actual $296,955. More was spent on action 4 to address attendance issues at Washington and Wilson Elementary who were in Differentiated Assistance for attendance and overall efforts to address chronic absenteeism.

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

Effectiveness of Actions:

- 3.1 Family Engagement: Effective-SGUSD Improves multilingual communication and provided more access to family workshops, but participation among LI and FY families remains low. Parents who attended reported stronger trust in schools, but overall engagement still needs to be broadened.

- 3.2 Attendance Supports: Effective-Chorinic Absenteeism declined slightly overall, but data shows persistnt inequitites for Foster Youth and LI and EL students. While individual case managemetn worked well for some students, systemic barriers such as poverty and housing instabiity continue to affect attendance.

- 3.3 Student Leadership: Effective

Students are given authentic opportunities to lead, and their voices influenced school policies, such as, changes in lunchtime supervisionand anti-bullying campaigns. EL, LI sn FY students in particular bennefitted from targeted leadership pathways.

- 3.4 Effective-The chronic absenteeism rate decline demonstrates the impact of this action step for LI, El and FY students.

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.

There are no changes to this goal.

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: • California Healthy Kids 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	$13,347.00	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 and written communication in Spanish, Mandarin, Cantonese, and Vietnamese. Provide services in less commonly spoken languages for parents through contracted interpretation and translation services. This action will be measured by the following two local metrics: • % translation/interpretation requests received and filled • % 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.”	$296,787.00	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	$26,317.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for LI, FY and EL students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall CCI rates for all students including Hispanics and Students with Disabilities.		
3.4	Improve Attendance Rate TK-8	The Director of Student Services in collaboration with the Child, Welfare and Attendance Counselor will work 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 El, LI and FY swho 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 • Foster Youth RED at -40 DFS • Socio-economically disadvantaged RED at -23.6 DFS • Students with Disabilities RED at -28.2DFS • Hispanic RED at -34.1 FS White- RED at -25 DFS	$274,403.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Site Chronic Absenteeism: Coolidge Elementary: • ALL: Red -23.5 DFS • English Learners: Red -33.3 DFS • Socio-economically Disadvantaged: Red -29.3 DFS • Students with Disabilities: Red -28.3 DFS • Hispanic: Red -33.3 DFS McKinley Elementary: • All: Red -17 DFS • English Learners: All -14.5 DFS • Socio-economically Disadvantaged: Red -19.3 DFS • Students with Disabilities: Red -26 DFS • Hispanic: Red -32.6 DFS Roosevelt Elementary: • Students with Disabilities: Red -47.5 DFS • Hispanic: Red -43 DFS Washington Elementary: • All Red: -24.4 DFS • Socio-economically Disadvantaged: Red -28.3 DFS • Students with Disabilities: Red -23.3 DFS • Asian: Red -10.4 DFS • Hispanic: Red -39.6 DFS Wilson Elementary: • All Red: -15.9 DFS • Socio-economically Disadvantaged: Red -24 DFS • Hispanic: Red -38.2 DFS		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure Future-Ready Teaching and Learning Environments	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.

The San Gabriel Unified School District is proactive in meeting the needs of our school community, and our workforce is becoming more diverse. Our efforts to empower our educational partners to understand and realize our vision for all students contributes to their success in achieving the Portrait of a Graduate competencies (Creative thinker, Collaborator, Communicator, Empathetic, Resilient, Global Citizen). By focusing on creating future-ready teaching and learning environments, the district aims to prepare all students for success in an increasingly complex and interconnected world. SGUSD believes that our greatest resource is our people. Goal 4 is about attracting and retaining highly effective teachers and staff, while building their capacity to deliver engaging, rigorous, and equitable instruction for every student. This goal is closely tied to SGUSD's Portrait of an Educator, which describes the knowledge, skills, and dispositions that staff need to support our Portrait of a Graduate.

By investing in recruitment pipelines, mentoring, and professional growth, SGUSD is working to ensure stability in the workforce, reduce turnover in high-need schools, and increase the cultural responsiveness and instructional expertise of all educators. These investments are especially important for unduplicated students (LI, FY, and EL), who are disproportionately impacted by teacher vacancies, turnover, and inequitable access to experienced educators.

SGUSD engaged in a comprehensive architectural self-study and in forward focused AI (artificial Intelligence) learning in the previous LCAP cycle. These two concurrent community endeavors combined multiple perspectives and voices in the development of a local understanding of future focused learning. These conversations were codified in LCAP Goal 4.

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	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	100% of students have full access to a broad course of study as defined by CA Ed Code 5120 and 51220(a)-(i)		Winter 2027 Maintain 100% access	Maintained
4.2	Percent of students who were assigned technology devices	Spring 2024 100%	Spring 2025 100%		Winter 2027 Maintain 100%	Maintained
4.3	Implementation of academic content and performance standards Local Indicator Tool	2023-2024 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	2024-2025 Implementation 1. ELA: Full 2. Math: Full 3. History-Social Science: Full/Initial Implementation (depends on level) 4. English Language Development: Full 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)		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	Maintained

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					97% Fully credentialed and assigned teachers	
4.6	Access to Standards-aligned instructional materials Year: Local Indicator Tool Williams Textbook Sufficiency Report	Instructional Materials CA Dashboard Local Indicators Score of 4.2 Data Year:2023-2024 Local Indicator Tool 2023-2024 Data Source: SGUSD Dashboard correct data set to use Williams	2025 Dashboard Local Indicators Score of 4.2		Instructional Materials CA Dashboard Local Indicators Score of 4.2	Maintained
4.7	Facilities in “Good” Repair as measured by the Facility Inspection Tool (FIT)	2023-2024 100%	2024-2025 100%		2026-2027 100%	Maintained

Goal Analysis [2024-25]

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.

Implementation:

In 2024–25, SGUSD worked intentionally to strengthen teacher recruitment, retention, and professional capacity, recognizing that stable and highly skilled educators are the foundation for student success.

- Recruitment and Retention 4.1: The district partnered with local universities and teacher preparation programs to expand its recruitment pipeline. New “grow-your-own” pathways were launched, encouraging paraeducators and community members to pursue teaching credentials, particularly in high-demand areas like bilingual education and special education. Mentor teacher stipends were provided to support new hires, ensuring that novice teachers received consistent coaching in their first years.

Importantly, recruitment efforts targeted schools serving higher percentages of LI, EL, and FY students, where teacher vacancies and turnover have historically had the greatest impact

- Professional Learning 4.2: SGUSD invested in a yearlong professional learning calendar focused on MTSS, Universal Design for Learning, culturally responsive teaching, restorative practices, and the integration of artificial intelligence into instruction. Teachers participated in both districtwide professional development days and site-based workshops. Induction programs provided job-embedded coaching for early-career teachers, ensuring that those working in high-need schools received guidance on differentiating instruction for ELs and supporting students facing poverty-related challenges

- PLC Structures 4.3: Every school site implemented Professional Learning Communities (PLCs) with dedicated time during the school week for teachers to analyze student data, co-plan lessons, and design interventions. Principals supported this process by framing PLC work around subgroup data, with an emphasis on the needs of EL, LI, and FY students. For example, in some schools, PLCs focused explicitly on designing Tier 2 math supports for ELs struggling with language-heavy word problems.

- Portrait of an Educator 4.4: District staff launched the Portrait of an Educator, modeled after the Portrait of a Graduate, to articulate the qualities of effective teaching in SGUSD. Teachers and leaders engaged in workshops where they reflected on their practice and identified growth goals aligned with empathy, inclusivity, and high expectations. These workshops were especially meaningful for staff working with diverse student populations, as they emphasized the role of cultural responsiveness and relationship-building in student success.

- Compensation and Benefits 4.5 (Non-Contributing): SGUSD maintained competitive salaries and benefits for teachers and staff. While not a contributing action under LCFF, compensation stability played a key role in reducing turnover, which disproportionately benefits LI, EL, and FY students who are most affected by staffing instability.

No challenges of note.

The District implements standards-aligned instruction across all content areas. As of Year 3, ELA, Math, English Language Development (ELD), and Visual and Performing Arts remain at full implementation, indicating sustained focus and consistent delivery. Other areas have progressed meaningfully, with notable movement from initial to partial implementation in History-Social Science, NGSS, Career Technical Education (CTE), and Health Education, reflecting the District’s broader commitment to equity and access across disciplines.
Overall, the District has made measurable progress toward its Year 3 goals, especially in expanding standards-aligned instruction beyond ELA and Math. Continued investment in curriculum, professional learning, and monitoring of fidelity will be key to reaching full implementation across all subject areas.

As of the 2024-2025 school year, the District received a score of 4.2 on the CA Dashboard Local Indicator Tool for Instructional Materials, indicating strong overall alignment to state standards and broad access to quality resources. Most subject areas are compliant with Williams requirements, and instructional materials are in place to support core academic content across grade levels.

In summary, the District has demonstrated a strong commitment to maintaining instructional materials compliance and quality, with only a few

targeted areas still undergoing formal adoption processes. Proactive planning and monitoring continue to support high levels of implementation fidelity and equity in access to curriculum.

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

Material Differences:

Implementation of Goal 4 actions came with some adjustments to budgets as the year unfolded:

- 4.2 PLC Structures (4.3): Budgeted $120k, actual $100k. Underspent as schools leveraged existing site resources to cover portions of PLC facilitation.
- 4.3 Overspent. TIII budget charges were move to this action
- 4.4 Ovrerspent. Higher than anticipated demand for repairs of the physical plant
- 4.5 Underspent. Planned purchase of student devices was not processed

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

Effectiveness of Actions:

Each action under Goal 4 was reviewed for impact, with effectiveness measured through retention rates, survey feedback, and implementation evidence. District data and UDP subgroup outcomes suggest mixed but positive progress. Overall, actions strengthened teacher practice and retention, while highlighting areas needing refinement.

- 4.1 Recruitment & Retention: Effective. Vacancy rates decreased, and high-need schools serving LI, EL, and FY students experienced more stable staffing. Feedback from new teachers highlighted that induction and mentorship made them feel supported, which is key to retention.

- 4.2 Professional Learning: Partially Effective. Districtwide PD sessions were well-attended, and teachers appreciated exposure to UDL and culturally responsive teaching. However, survey data showed only 68% of staff rated PD as useful, suggesting that strategies were not consistently applied in classrooms.

- 4.3 PLC Structures: Effective. PLCs created a collaborative culture across the district. Teachers reported improved alignment in lesson planning and stronger use of subgroup data to design supports, particularly for EL students in math and literacy

- 4.4 Portrait of an Educator: Effective. Staff engaged deeply with the competencies, reflecting on their practice through equity and inclusivity lenses. Teachers reported that the Portrait provided a clearer sense of shared expectations.

- 4.5 Compensation & Benefits (Non-Contributing): Maintained stability, reducing turnover indirectly, but not considered a contributing action under LCFF.

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.

Substantive Differences in Planned and Actual Implementation: No changes to report.

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 and unduplicated pupil 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 fully implement the Portrait of a Graduate competencies for all 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	$8,559.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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.		
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.	$150,000.00	No
4.4	Teachers and Administrators are Fully Credentialed and Effective	The Assistant Superintendent of Human Resources will ensure that all SGUSD teachers and administrators are appropriately credentialed and appropriately assigned. This action step includes intentional recruitment to improve services for unduplicated students. SGUSD will operate class sizes at optimal 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.	$1,897,289.00	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	$931,328.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
4.6	Access to Teachers and Staff for Continuation High School Students	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 by the percentage of DMHS students who graduate college and career ready as per the local DMHS CCI Indicator.	$758,037.00	Yes
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.	$33,910,564.04	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	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.

Del Mar is a continuation high school where students benefit from levels of increased and improved support to graduate college and career ready. Del Mar High School is impacted by fluctuations in the stability rate and by the percentage of unduplicated pupils that is consistently higher than other sites. The Equity Multiplier goal ensures that SGUSD's highest-need school (Del Mar High School) and student groups receive additional targeted supports to accelerate academic growth and close opportunity gaps. This goal is grounded in the understanding that equity does not mean treating all students the same, it means giving more to those who need more. In SGUSD, English Learners, socio-economically disadvantaged students, Foster Youth, and Students with Disabilities continue to face significant disparities in achievement, attendance, and college/career readiness. Goal 5 is designed to direct additional resources and supports to schools and student groups identified as Red or Orange on the 2024 CA Dashboard, ensuring accountability and measurable improvement.

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	2022-2023 37.1%	2023-2024 43.8%		2025-2026 Maintain or Improve from 2023-2024	2024 increased 11.2%
5.2	Local Staffing Data Ratio of Teachers to Students	2023-2024 5:46	 5:36		2026-2027 Maintain or Improve 5:46	2024 decreased number of students to staff by 10 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	CALPADS 2023-2024 Ratio of Admin Staff to Students	1:46	1:36		2026-2027 Maintain Principal at DMHS	2024-2025 maintained
5.4	DataQuest 2023-2024 DMHS 4 year Adjusted Grad Rate	81%	79.3%		2025-2026 Maintain or Improve 4 year Adjusted Grad Rate 81%	2024-2025 decreased 1.7 %
5.5	DMHS College and Career Indicator “CCI”	2023 0%	2024 3.4%		2025 Increase to 10% or greater	2024 increased 2.4%

Goal Analysis [2024-25]

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.

Implementation of Actions
In 2024–25, SGUSD began operationalizing the Equity Multiplier by directing supports toward schools and student groups most impacted by gaps on the California Dashboard. While progress was made in wellness, attendance, and leadership development, not all planned actions were fully implemented.

Action 5.1 – Effective and fully implemented.

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.

5.1 The material difference: 161% was spent, $106, 981 and budgeted was $65, 262. The new Wellness Center and the cost of mental health support for the Wellness Center exceeded what was budgeted.

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

Effectiveness of Actions:

- Action 5.1 – Effective: Counseling and Wellness Supports

This action was fully implemented. In 2024-2025, a Wellness Center was implemented at Del Mar High School and additional counselors from Pacific Clinics and wellness interns were assigned to schools with the highest chronic absenteeism rates, many serving Foster Youth and socio-economically disadvantaged students. Foster Youth in particular benefited from individualized case management, which connected them to wraparound services such as transportation, food access, and mental health supports. Small-group SEL sessions at these schools provided EL and LI students with safe spaces to build self-confidence, resilience, and social-emotional skills.

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 for Next Year:

There are no planned changes to Goal 5 for 2025-2026. Del Mar will continue to go deeper with its implementation of the Wellness Center and mental health supports.

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	$85,707.00	No

Action #	Title	Description	Total Funds	Contributing
		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		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12,384,752	$1,227,145

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
24.845%	0.000%	$0.00	24.845%

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:** Unduplicated pupils (including socioeconomically disadvantaged students, English Learners, foster youth, and students experiencing homelessness) are disproportionately affected by trauma, stress, and instability, which negatively impact attendance, engagement, and academic	This action is principally directed to socio-economically disadvantaged students with mental health needs. This action addresses the needs of unduplicated 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% successful referral rate to School-Based	Metrics to measure progress of 1.2 include: • 1.7 TK-5 Classrooms with regularly scheduled Social-Emotional Learning • 1.10 Maintain the 100% successful

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
	outcomes. In 2023, 6% of socioeconomically disadvantaged (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, UDP 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 UDPs 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, UDP students remain at risk of chronic absenteeism, disengagement, and lower academic achievement, as reflected in Dashboard indicators. These students need	Mental Health (SBMH) services, SGUSD ensures that socioeconomically disadvantaged students, English Learners, foster youth, and students 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. Because UDPs 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 UDPs 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. Because UDPs 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 UDPs this action benefits all students needing this tiered support. While 1.2 is primarily directed at serving unduplicated pupil groups, 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 including Hispanics and Students with Disabilities.	referral of students to School-Based Mental Health (SBMH) services

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
	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 UDPs receive the comprehensive supports necessary to thrive academically and personally. **Scope:** LEA-wide		
1.4	**Action:** Positive Climate and Culture **Need:** Unduplicated pupils—including socioeconomically disadvantaged students, English Learners, foster youth, and students experiencing homelessness—are disproportionately affected when school environments do not feel safe, supportive, or inclusive. Local survey data highlight areas for improvement: 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 surveys further indicate the need to improve perceptions of school safety and	This action is principally directed toward unduplicated pupils and the staff who support them by providing professional development and programs that strengthen school climate and culture. It emphasizes the development of clear expectations for students, which research shows increases belonging and perceptions of safety. Survey data reveal that a significant percentage of students are not yet aware of or participating in social-emotional learning opportunities designed to promote connectedness and safety. Low-income students, foster youth, and English Learners face additional barriers tied to trauma, stress, and lack of wellness supports, which impact their engagement and achievement. To address these barriers, SGUSD has expanded access to counselors and clinicians at every school site to provide both individualized and group supports for UDPs.	Metrics to measure progress of 1.4 progress include: • 1.5 & 1.6 Parent and Staff Surveys (Goal 1, Metrics 5 and 6). • 1.1, 1.2, 1.3,1.4 CHKS Survey SEL participation, School Climate Survey results.

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
	connectedness, which are key conditions for learning. For UDP students, who often face systemic barriers, instability, and higher levels of stress or trauma, a positive school climate and culture are essential to engagement and academic success. Without a safe and supportive environment, these students are at greater risk of chronic absenteeism, disengagement, and lower academic achievement as reflected in Dashboard indicators. Action 1.4 addresses this need by strengthening systems and practices that promote safety, connectedness, and inclusivity across all SGUSD schools.o improve perceptions of school safety and connectedness, which are key conditions for learning. For UDP students, who often face systemic barriers, instability, and higher levels of stress or trauma, a positive school climate and culture are essential to engagement and academic success. Without a safe and supportive environment, these students are at greater risk of chronic absenteeism, disengagement, and lower academic achievement as reflected in Dashboard indicators. Action 1.4 addresses this need by strengthening systems and practices that	Because students with these needs are enrolled throughout the district, this action is provided LEA-wide to maximize impact, ensuring consistent practices, improved connectedness, and increased feelings of safety for all students, with particular benefit for UDPs. While 1.4 is primarily directed at serving unduplicated pupil groups, this action is being provided on an LEA-wide basis to maximize the impact a healthy culture and climate will have 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
	promote safety, connectedness, and inclusivity across all SGUSD schools. **Scope:** LEA-wide		
2.1	**Action:** TK-12 District-wide MTSS Tiered Intervention **Need:** Dashboard and local assessment data demonstrate persistent achievement gaps in ELA and Math for SGUSD's unduplicated pupil groups (low-income students, English Learners, and foster youth). For example, 2023 CAASPP results show English Learners at –54.4 DFS in Math districtwide, and even deeper gaps at Gabrielino High School (–250.4 DFS), while Students with Disabilities and Hispanic students also performed in the Red performance level. These outcomes reveal that UDP students 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 for UDP 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	Unduplicated pupil groups (low-income students, English Learners, and foster youth) 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 UDPs 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 UDP students 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	Metrics to measure progress of 2.1 progress include: • Metric 2.1: % of UDPs (disaggregated by subgroup) meeting/exceeding standards ELA CAASPP • Metric 2.2: % of UDPs (disaggregated by subgroup) meeting/exceeding standards Math CAASPP • Metric 2.3 & 2.4: Progress monitoring results (e.g., STAR and local benchmark growth by subgroup)

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
	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	serving unduplicated pupil groups, these actions are being provided on an LEA-wide basis to maximize the impact of tiered interventions for all students including Hispanics and Students with Disabilities.	
2.2	**Action:** MTSS Professional Learning Opportunities **Need:** San Gabriel Unified's unduplicated pupils (low-income students, English Learners, and foster youth) consistently demonstrate lower performance in ELA and Math compared to their peers, as evidenced by 2023 CA 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 and foster youth 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. Unduplicated pupils need teachers and staff who are equipped with the knowledge and tools to implement the California MTSS framework with fidelity. Professional learning	This action equips SGUSD educators with the training and tools to deliver high-quality, data-driven instruction and targeted interventions that directly benefit unduplicated pupils, 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 scaffolds) UDP students receive more effective Tier I, II, and III services. Because UDPs 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 serving unduplicated pupil groups, this action is being provided on an LEA-wide basis to maximize the impact consistent implementation will have on tiered interventions for all students including Hispanics and Students with Disabilities.	Metrics to measure progress 2.2 include: • Metric 2.1: % of UDPs (disaggregated by subgroup) meeting/exceeding standards ELA CAASPP • Metric 2.2: % of UDPs (disaggregated by subgroup) meeting/exceeding standards Math CAASPP • Metric 2.3 & 2.4: Progress monitoring results (e.g., STAR and local benchmark growth by subgroup)

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
	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 UDPs 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		
2.5	**Action:** Supplemental 5th-12th grade Designated ELD Instruction for all Long Term English Learners (LTELs) **Need:** 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 and –85.2 DFS in ELA at Gabrielino High School. Long-Term English Learners (LTELs) demonstrate even greater challenges, with a 2024 CCI readiness rate of only 22.9%, compared to 58.4% for all students. These results highlight that many ELs are not acquiring the academic language, literacy, and content knowledge needed to meet grade-level standards or access rigorous coursework.	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 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.	The Metric to measure progress 2.5 Includes: • Metric 2.5 English Learner Progress Indicator • Metric 2.6 English Learner Reclassification Rates • Metric 2.10 Annual Reclassification Rate of LTELs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
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 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 accross 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, SGUSD must ensure that all teachers are prepared to integrate language development into daily instruction across content areas.	This action directly addresses the needs of English Learners accross the distict 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 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. This action is implemented districtwide 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.	Metrics to measure progress of action 2.6 include: • 2.5 English Learner Progress Indicator (ELPI): % of EL students making progress 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: %

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		of ELs showing growth in reading, writing, and academic vocabulary (e.g.,STAR and/or other district local assessments). • Professional Development Participation: % of teachers participating in ELD-focused PD, with evidence of classroom implementation (monitored throug surveys).
2.7	**Action:** Visual And Performing Arts (VAPA) **Need:** In SGUSD, 68.1% of students are socioeconomically disadvantaged, and data confirm that low-income students, English Learners (ELs), and Foster Youth (FY) 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 UDPs who experience greater risk of	2024-2027, VAPA Education will improve student academic growth for unduplicated pupils throughout SGUSD by focusing on three areas: • 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. Unduplicated pupils often lack equitable access to arts education outside of school due to financial hardship, instability, or limited community	Metrics to measure progress of 2.7 include: • Percent of elementary students with access to five arts disciplines (Goal 2, Metric 2.22). • Enrollment in secondary VAPA/AME CTE electives.

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
	disengagement and lower academic outcomes. Current California Dashboard data demonstrate that UDP groups (SED, EL, and FY students) 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:** LEA-wide	resources. Foster Youth and Homeless 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 UDP needs by: • Embedding arts education into the school day, ensuring LI, FY, and EL students have guaranteed access without requiring outside resources. • Providing inclusive, culturally responsive curricula that affirm student identity and foster belonging. • Strengthening SEL competencies through the arts, which particularly support Foster Youth and Low-Income students who experience higher levels of stress and disengagement. • Offering opportunities for authentic language use (presentations, performances, exhibitions), which	• 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 and 22).

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
		accelerate language development for English Learners. Action 2.7 is implemented LEA-wide to ensure that every student in SGUSD has equitable access to high-quality VAPA instruction, regardless of school site or background. While arts education benefits all students, it provides increased benefits to UDPs 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 UDP 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. • 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 unduplicated pupil groups, this action is being provided on an LEA-wide basis to maximize	

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
		equitable access and the impact high-quality VAPA instruction will have on all students including Hispanics and Students with Disabilities.	
2.8	**Action:** College and Career Readiness **Need:** College and Career Readiness: 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 UDPs are less likely to graduate prepared for college and career compared to their peers, with ELs and LTELs experiencing the greatest disparities. • EL: 27.6% • SED: 55.4% • FY (is too small of a population to generate CA Dashboard data) **Scope:**	Given these gaps, Action 2.8 is critical to providing increased and improved services that directly address barriers faced by UDPs. 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 UDP: • Expanding dual enrollment and CTE pathways aligned with Pasadena City College. • Covering testing fees and providing college application workshops for UDP students. • 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.	Metric to measure progress of action 2.8 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): • % of students successfully completing A–G requirements • % of students completing CTE pathways • % of students taking and

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	LEA-wide	• Delivering bilingual counseling and career guidance tailored for EL and LI students. • Offering credit recovery and mentoring supports for UDP 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).	passing Advanced Placement (AP) exams (3 or higher) • % of 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:** Unduplicated pupils in SGUSD (including socioeconomically disadvantaged students, English Learners, and foster 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 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	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 socioeconomically disadvantaged students, English Learners, and foster youth. Because UDPs are 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	Metrics to measure progress of action 2.9 include: • 2.1 & 2.2 ELA & Math CA Dashboard Indicator: % of students meeting/exceeding standards, disaggregated for English Learners, socioeconomically disadvantaged, foster youth, and all students.

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
	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	districtwide model guarantees that all students, especially UDPs (SED, Els, FY) 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.	• 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. • 2.3 & 2.4 Local Benchmark Assessments: % of UDP students demonstrating growth in ELA and Math (e.g., STAR, and district-selected assessments).

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
			• Professional Development Participation/Implementation: % of staff participating in PD, with evidence of classroom implementation through survey data.
2.10	**Action:** Science, Technology, Engineering, Arts, and Math (STEAM) **Need:** Unduplicated pupils in SGUSD—including socioeconomically disadvantaged students, English Learners, and foster youth—continue to show lower achievement in ELA, Math, and Science compared to their peers. 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 UDPs have less access to rigorous instruction and enrichment in STEM-related fields, further limiting their readiness for college and career.	This action addresses the needs of unduplicated pupils by expanding access to high-quality STEAM instruction that strengthens achievement in Math and Science, where UDPs demonstrate significant performance gaps. How the action is designed for UDPs: 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 FY students receive consistency and connection in learning environments where they may otherwise be at risk of falling behind.	Metrics to measure progress of action 2.10 (STEAM) include: • 2.11 California Science Test (CAST): % of students meeting/exceeding standards, disaggregated for socioeconomically disadvantaged (SED), English Learners (ELs), foster youth, and all students. • 2.1 & 2.2 ELA & Math CA Dashboard Indicator: % of students meeting/exceeding standards,

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	The 2024 College and Career Indicator (CCI) further illustrates this gap: only 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. These results reflect systemic inequities in access to applied STEAM learning experiences that develop problem-solving, critical thinking, and innovation skills. **Scope:** LEA-wide	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 districtwide ensures: • All UDPs benefit, regardless of school placement or mobility. This is critical for FY and HY students, who frequently change schools. • 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 for all students including Hispanics and Students with Disabilities.	disaggregated for SED, ELs, foster youth, and all students. (to capture literacy and math connections in STEAM). • 2.13 College and Career Indicator (CCI): % of students demonstrating readiness, disaggregated for ELs, LTELs, and SED.
3.1	**Action:** Home to School Connections and Parent/Family Engagement **Need:** Unduplicated pupils in SGUSD (including socioeconomically disadvantaged students, English Learners, and foster youth) benefit	This action addresses the needs of unduplicated pupils by reducing barriers that prevent their families from engaging in school and district decision-making. By providing translation, interpretation, flexible meeting times, targeted outreach, and culturally responsive practices, SGUSD ensures that the voices of English Learner, foster, and low-income families are	Metrics to measure progress of action 3.1 include: • 3.1 & 3.2 CA Dashboard ELA and Math Indicators: % of

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	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 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 UDPs to participate in decision-making and leadership roles. **Scope:** LEA-wide	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 UDP students' success. Because families of unduplicated pupils are present at every SGUSD school, this action is provided LEA-wide to ensure that all parents (especially those representing UDPs) have equitable opportunities to participate, engage, and influence decisions across the district.	students meeting/exceeding standards, disaggregated for English Learners, Foster Youth, and Low-Income students • 3.3 Chronic Absenteeism Rates: % of students chronically absent, disaggregated for EL, FY, and LI subgroups • 3.4 Suspension Rates: % of students suspended at least once, disaggregated for EL, FY, and LI subgroups • 3/5 English Learner Progress Indicator (ELPI) & Reclassification Rate: % of EL students making progress toward English proficiency and % reclassified annually

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			• 3.12 Educational Advisory Committee (EAC) Participation: Average number of parents participating • 3.11 District English Learner Advisory Committee (DELAC) Participation: Average number of parents participating, with quorum data tracked
3.2	**Action:** Provide Multilingual Parent/Family Communication **Need:** Unduplicated pupils in SGUSD (including English Learners, socioeconomically disadvantaged students, and foster youth) 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	This action addresses the needs of unduplicated pupils by eliminating language barriers that prevent families (particularly those of English Learners) from fully engaging in their child's education. SGUSD provides district liaisons who interpret during meetings, offer translation services, and ensure that all key school and district documents 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. Because English Learners, socioeconomically disadvantaged students, and foster youth are enrolled at every school site, this action is implemented LEA-wide to ensure that all families, regardless of language background, have	Metrics to measure progress of action 3.2 Include (disaggregated for EL, FY, and LI): • 3.3 Chronic Absenteeism rates • 3.4 Suspension rates • 3.5 EL reclassification rates • % of student survey results on CHKS items for school

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	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 translated information and interpretation at meetings, contribute to low levels of parent engagement, particularly for families of English Learners. Without accessible, multilingual communication, families of UDPs face barriers to engaging in their 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 and translation to participate in school site and district-wide decision making. **Scope:** LEA-wide	equitable access to information and the ability to advocate for their children's success.	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 question, "I received timely and clear parent/family communication in a language I could understand." (Goal 3, Metric 8)

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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, while English Learners and Homeless Youth were rated Low, Students with Disabilities were also rated Low, and Socioeconomically Disadvantaged students were rated Medium. These results highlight that unduplicated pupils are less likely than their peers to 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. Students with Disabilities and Homeless Youth face additional challenges related to stability, access, and support services that contribute to lower readiness outcomes.	This action addresses the needs of unduplicated pupils by expanding access to counseling, guidance, and readiness supports that directly improve college and career outcomes. With English Learners, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged students performing at Low or Medium levels on the 2023 CCI, SGUSD ensures these 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 unduplicated pupils are enrolled across all schools, this action is implemented LEA-wide to guarantee equitable access to consistent readiness supports for every student, while prioritizing the needs of subgroups that show the lowest levels of CCI readiness. This action benefits UDPs	Metrics to measure progress of actio (disaggregated for EL, FY, 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 progress (Goal 3, Metric 3.5). • Student and family survey results on access to supports and connectedness.

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	Scope: LEA-wide		
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, including Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and White students, 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 issues, transportation challenges, and lack of access to wraparound services. When UDPs 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 for UDP subgroups. Action 3.4 addresses this need by implementing proactive attendance interventions, strengthening communication with families, and connecting students to	This action addresses the needs of unduplicated 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 foster youth, homeless youth, and socioeconomically disadvantaged studentts) o academic, social-emotional, and community resources. Because UDPs with high absenteeism rates are enrolled at every SGUSD school, this action is provided LEA-wide to ensure equitable access to consistent attendance supports, improve daily student engagement, and close opportunity gaps linked to missed instructional time.	Metrics to measure progress of action 3.4 include: • 3.2 Chronic Absenteeism Rates in Aeries % of students chronically absent, disaggregated for Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and all students. • 3.3 CA Dashboard Chronic Absenteeism Indicator: Overall performance level and subgroup levels for UDP students. • 3.4 Suspension Rates (Goal 3, Metric 3.4): % of students suspended at least once,

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	academic, social-emotional, and community-based supports. **Scope:** LEA-wide		disaggregated for the same subgroups (to monitor connections between disengagement, behavior, and attendance). • 3.5 English Learner Progress & Reclassification (Goal 3, Metric 3.5): % of EL students making progress toward proficiency on ELPI and % reclassified as Fluent English Proficient (since attendance strongly impacts language growth). • Student Survey Results: % of students reporting access to counseling, mental health, and support services that address barriers to attendance

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
			(measured through CHKS).
4.1	**Action:** Supplemental Standards aligned Instructional Material **Need:** Unduplicated pupils in SGUSD (including socioeconomically disadvantaged students, English Learners, and foster youth) continue to demonstrate achievement gaps compared to their peers. 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 opportunities available to more affluent peers. **Scope:** LEA-wide	This action addresses the needs of unduplicated pupils by ensuring that all students—particularly socioeconomically disadvantaged students, English Learners, and foster youth—have access to supplemental, standards-aligned instructional materials that provide scaffolds, academic language supports, and differentiated learning opportunities. These resources directly help UDPs overcome barriers such as limited access to 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 UDPs 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.	Metrics to measure progress of action 4.1 (disaggregated for EL, FY, and LI) include: • 4.1 Access to a Broad Course of Study • 4.3 Implementation of 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
4.2	**Action:** Portrait of a Graduate in Practice **Need:** Unduplicated pupils in SGUSD—including socioeconomically disadvantaged students, English Learners, and foster youth—continue to face persistent achievement and readiness gaps compared to their peers. 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 UDPs 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 UDPs, 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	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. 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 UDPs with structured opportunities to practice 21st-century skills, build confidence, and prepare for postsecondary pathways. Because UDPs are enrolled at every SGUSD school, this action is implemented LEA-wide to ensure all students benefit from consistent 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 serve UDPs, 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.	Metrics to measure progress of action 4.2 (Portrait of a Graduate) include: • 2.13 College and Career Indicator (CCI): % of students demonstrating readiness, disaggregated for socioeconomically disadvantaged (SED), English Learners (ELs), Long-Term English Learners (LTELs), foster youth (FY), and all students. • 1.1 Student CHKS Survey Results: % of students reporting growth in Portrait of a Graduate competencies (critical thinking, collaboration, communication, creativity, resilience).

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
	percentage of students passing AP exams. (Goal 2, metric 21) AP: 40.8% CTE Completers: 4% SB: 46 students 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:** Unduplicated pupils in SGUSD (including socioeconomically disadvantaged students, English Learners, and foster youth)experience the greatest impact when they do not have access to fully credentialed, well-prepared, and effective teachers and administrators. According to the 2024 CA Dashboard, significant achievement and readiness gaps persist for these subgroups: 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. 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	This action addresses the needs of unduplicated pupils by ensuring that every student has equitable access to fully credentialed, well-prepared, and effective teachers and administrators. For socioeconomically disadvantaged students, English Learners, and foster youth—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 UDP students. Because UDPs 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	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

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
	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, UDPs are more likely to receive inconsistent instruction, less access to rigorous coursework, and fewer supports tailored to their unique needs. **Scope:** LEA-wide	support those with the greatest need. While action 4.4 is primarily directed to serve UDPs, 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. Unduplicated pupils—including low-income students, English Learners, and foster youth—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 curriculum, widening gaps in achievement and college/career readiness. According to the 2024 CA Dashboard, only 55.4% of socioeconomically disadvantaged	This action addresses the needs of unduplicated pupils by ensuring that socioeconomically disadvantaged students, English Learners, and foster youth 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 UDPs 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 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 UDPs	to measure progress of action 4.5 (disaggregated for EL, FY, LI) include: • 4.2 Percent of students assigned a device, reported with subgroup cuts for EL, FY, and LI.

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	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 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	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.	
4.6	**Action:** Access to Teachers and Staff for Continuation High School Students **Need:** Del Mar High School is a small continuation high school in SGUSD that provides a pathway to graduation for UDP 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	This action addresses the needs of unduplicated 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,	Metric to measure progress of action 4.6 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

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
	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. At the same time, Dashboard data confirm that unduplicated 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 qualified teachers, counselors, and staff, continuation high school students—especially UDPs—risk falling further behind in meeting graduation requirements and preparing for college and career pathways. **Scope:** Schoolwide	English Learner, foster youth, and highly mobile students 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 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.	

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 and Foster Youth **Need:** Students experiencing homelessness and foster youth in SGUSD face significant barriers to academic success that go beyond the classroom. High rates of school mobility, housing instability, and lack of consistent access to food, clothing, and school supplies contribute to increased absenteeism, lower academic achievement, and a greater risk of dropping out. According to the 2024 CA Dashboard, unduplicated pupils(including foster youth and students experiencing homelessness) are among the subgroups demonstrating the greatest needs, with low performance levels on state indicators for chronic absenteeism, graduation, and college/career readiness. These students require equitable access to basic needs supports (such as transportation, meals, hygiene products, clothing, and school supplies) in order to remove barriers that prevent them from engaging consistently in school. Without these foundational supports, foster youth and homeless students are unable to fully participate in learning, remain stably enrolled, or access the interventions	This action addresses the needs of students experiencing homelessness and foster youth by removing barriers to school access through the provision of basic needs supports such as meals, clothing, hygiene supplies, transportation, and school materials. These services help stabilize attendance, reduce chronic absenteeism, and ensure that students can focus on learning rather than unmet basic needs. Because students experiencing homelessness and foster youth are enrolled across multiple SGUSD schools, this action is implemented LEA-wide to guarantee consistent and equitable supports for these highly vulnerable populations, regardless of school site. This action is principally directed for students experiencing homelessness and Foster Youth.	Metrics to measure progress of 1.1 include: • Chronic Absenteeim Rate • Suspension Rate • 1.1, 1.2, 1.3,1.4 CA Healthy Kids Student Surveys (CHKS)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and programs designed to close achievement gaps. Action 1.1 addresses this need by ensuring that SGUSD provides direct services and resources to students experiencing homelessness and foster 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 Foster Youth and 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 **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.

Additional concentration grant add-on funds are used to employ:

- 4 Teachers on Special Assignment (TOSAs) to support English learners on campuses where the unduplicated count is greater than 55 percent, in accordance with LCAP Goal 2.6 (3 TOSA positions will focus on providing ELD- focused classroom demonstration lessons and coaching.

1 TOSA position will focus on reclassification, including ELCPAC coordination, and Ellevation tool utilization for reclassification monitoring, lesson planning and family communication).

The following schools' unduplicated count is greater than 55 percent:

- Coolidge Elementary School
- Gabrielino High School
- Jefferson Middle School
- McKinley Elementary School
- Roosevelt Elementary School
- Washington Elementary School
- Del Mar High School

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 : 379	Coolidge Elementary School 13 : 232 McKinley Elementary School 18 : 618 Roosevelt Elementary School 23.5 : 365 Washington Elementary 10: 401 Jefferson Middle School 27 : 1013 Del Mar High School 2.5 : 36 Gabrielino High School 26 :1438
Staff-to-student ratio of certificated staff providing direct services to students	Wilson Elementary School 19 : 379	Coolidge Elementary School 14 : 232 McKinley Elementary School 35.5 : 618 Roosevelt Elementary School 22 : 223 Washington Elementary 24 :401 Jefferson Middle School 56 : 1013 Del Mar High School 8 : 36 Gabrielino High School 73 : 1438

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	49,848,103	12,384,752	24.845%	0.000%	24.845%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$39,135,303.55	$10,819,428.47	$846,183.63	$702,607.39	$51,503,523.04	$16,378,974.00	$35,124,549.04

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 and Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	on going	$134,293.00	$5,500.00	$5,000.00	$134,293.00		$500.00	$139,793.00	0
1	1.2	Social and Emotional Health Support	Low Income	Yes	LEA-wide	Low Income	All Schools	on going	$1,605,638.00	$5,020.00	$1,045,005.00	$560,633.00	$5,020.00		$1,610,658.00	0
1	1.3	Physical Health Support	All	No			All Schools	on going	$327,543.00	$11,101.00		$338,644.00			$338,644.00	0
1	1.4	Positive Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$252,911.00	$5,100.00	$258,011.00				$258,011.00	0
2	2.1	TK-12 District-wide MTSS Tiered Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$4,093,418.00	$248,295.00	$2,198,384.00	$2,143,329.00			$4,341,713.00	0
2	2.2	MTSS Professional Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$119,245.00	$8,634.00	$127,879.00				$127,879.00	0
2	2.3	Equity Blueprint	All	No			All Schools	on going	$206,829.00	$557.00	$207,386.00				$207,386.00	0
2	2.4	TK-12 Language Acquisition Programs for All English Learners	All English Learners	No			All Schools	Moved to 2.6	$0.00	$0.00	$0.00				$0.00	0
2	2.5	Supplemental 5th-12th grade Designated ELD Instruction for all Long	English Learners	Yes	LEA-wide	English Learners	All Schools	on going	$1,025,495.00	$0.00	$1,025,495.00				$1,025,495.00	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
		Term English Learners (LTELs)														
2	**2.6**	English Language Development (ELD) Professional Development for all Teachers	English Learners	Yes	LEA-wide	English Learners	All Schools	on going	$723,921.00	$14,569.00	$738,490.00				$738,490.00	0
2	**2.7**	Visual And Performing Arts (VAPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$396,643.00	$189,623.00	$586,266.00				$586,266.00	0
2	**2.8**	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Grade Spans	on going	$842,932.00	$365,632.00	$1,208,564.00				$1,208,564.00	0
2	**2.9**	All Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$518,750.00	$5,758.00	$524,508.00				$524,508.00	0
2	**2.10**	Science, Technology, Engineering, Arts, and Math (STEAM)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$801,476.00	$500.00	$801,976.00				$801,976.00	0
2	**2.11**	Expanded Learning Opportunities Program (ELO-P)	All	No			TK-8th Grade	on going	$1,183,566.00	$33,236.00		$1,216,802.00			$1,216,802.00	0
3	**3.1**	Home to School Connections and Parent/Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$5,632.00	$7,715.00	$13,347.00				$13,347.00	0
3	**3.2**	Provide Multilingual Parent/Family Communication	English Learners	Yes	LEA-wide	English Learners	All Schools	on going	$295,780.00	$1,007.00	$296,787.00				$296,787.00	0
3	**3.3**	Parent and Family Engagement to Improve the College/ Career Indicator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	on going	$26,317.00	$0.00	$26,317.00				$26,317.00	0
3	**3.4**	Improve Attendance Rate TK-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$274,403.00	$0.00	$274,403.00				$274,403.00	0
4	**4.1**	Supplemental Standards aligned Instructional Material	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$0.00	$25,000.00	$25,000.00				$25,000.00	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	**4.2**	Portrait of a Graduate in Practice	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$1,109.00	$7,450.00	$8,559.00				$8,559.00	0
4	**4.3**	Facilities in Good Repair	All	No			All Schools	on going	$0.00	$150,000.00			$150,000.00		$150,000.00	0
4	**4.4**	Teachers and Administrators are Fully Credentialed and Effective	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$1,897,289.00	$0.00	$1,897,289.00				$1,897,289.00	0
4	**4.5**	Access to Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$887,747.00	$43,581.00	$931,328.00				$931,328.00	0
4	**4.6**	Access to Teachers and Staff for Continuation High School Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Del Mar High School	on going	$758,037.00	$0.00	$758,037.00				$758,037.00	0
4	**4.7**	Teachers' Base Salaries and Benefits	All	No			All Schools	on going	$0.00	$33,910,564.04	$26,177,272.55	$6,340,020.47	$691,163.63	$702,107.39	$33,910,564.04	0
5	**5.1**	Wellness Centers	All	No			Specific Schools: Del Mar High School	on going	$0.00	$85,707.00		$85,707.00			$85,707.00	0

2025-26 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
49,848,103	12,384,752	24.845%	0.000%	24.845%	$12,750,645.00	0.000%	25.579 %	**Total:**	$12,750,645.00
								LEA-wide Total:	$11,987,608.00
								Limited Total:	$5,000.00
								Schoolwide Total:	$758,037.00

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 and Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$5,000.00	0
1	**1.2**	Social and Emotional Health Support	Yes	LEA-wide	Low Income	All Schools	$1,045,005.00	0
1	**1.4**	Positive Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$258,011.00	0
2	**2.1**	TK-12 District-wide MTSS Tiered Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,198,384.00	0
2	**2.2**	MTSS Professional Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,879.00	0
2	**2.5**	Supplemental 5th-12th grade Designated ELD Instruction for all Long Term English Learners (LTELs)	Yes	LEA-wide	English Learners	All Schools	$1,025,495.00	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	$738,490.00	0
2	2.7	Visual And Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$586,266.00	0
2	2.8	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Grade Spans	$1,208,564.00	0
2	2.9	All Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$524,508.00	0
2	2.10	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$801,976.00	0
3	3.1	Home to School Connections and Parent/Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,347.00	0
3	3.2	Provide Multilingual Parent/Family Communication	Yes	LEA-wide	English Learners	All Schools	$296,787.00	0
3	3.3	Parent and Family Engagement to Improve the College/ Career Indicator	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	$26,317.00	0
3	3.4	Improve Attendance Rate TK-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$274,403.00	0
4	4.1	Supplemental Standards aligned Instructional Material	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0
4	4.2	Portrait of a Graduate in Practice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,559.00	0
4	4.4	Teachers and Administrators are Fully Credentialed and Effective	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,897,289.00	0
4	4.5	Access to Instructional Technology	Yes	LEA-wide	English Learners Foster Youth	All Schools	$931,328.00	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 (%)
					Low Income			
4	**4.6**	Access to Teachers and Staff for Continuation High School Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Mar High School	$758,037.00	0
4	**4.7**	Teachers' Base Salaries and Benefits				All Schools	$26,177,272.55	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$20,295,491.00	$17,296,057.00

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	$142,766.00	34,064
1	**1.2**	Social and Emotional Health Support	Yes	$1,717,908.00	1,095,243.00
1	**1.3**	Physical Health Support	No	$412,692.00	333,237
1	**1.4**	Positive Climate and Culture	Yes	$314,396.00	298,463.00
2	**2.1**	TK-12 District-wide MTSS Tiered Intervention	Yes	$2,830,961.00	1,643,479.00
2	**2.2**	MTSS Professional Learning Opportunities	Yes	$46,107.00	170,812
2	**2.3**	Equity Blueprint	Yes	$178,054.00	180,761
2	**2.4**	TK-12 Language Acquisition Programs for All English Learners	Yes	$80,807.00	155,240
2	**2.5**	Improve 5th-12th grade Designated ELD Instruction for all Long Term English Learners (LTELs)	Yes	$992,232.00	967,687
2	**2.6**	English Language Development (ELD) Professional Development for all Teachers	Yes	$1,035,883.00	795,326
2	**2.7**	Visual And Performing Arts (VAPA)	Yes	$1,235,257.00	648,130.00

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	**2.8**	College and Career Readiness	Yes	$1,389,408.00	521,242.00
2	**2.9**	All Staff Professional Development	Yes	$644,965.00	531,679.00
2	**2.10**	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	$902,678.00	860,374
2	**2.11**	Expanded Learning Opportunities Program (ELO-P)	No	$3,471,440.00	4,371,390.00
3	**3.1**	Home to School Connections and Parent/Family Engagement	Yes	$40,402.00	29,348
3	**3.2**	Provide Multilingual Parent/Family Communication	Yes	$394,323.00	283,036
3	**3.3**	Parent and Family Engagement to Improve the College/ Career Indicator	Yes	$45,154.00	34,370.00
3	**3.4**	Improve Attendance Rate TK-8	Yes	$188,469.00	296,955.00
4	**4.1**	Supplemental Standards aligned Instructional Material	Yes	$50,000.00	49,897
4	**4.2**	Portrait of a Graduate in Practice	Yes	$66,238.00	24,052.00
4	**4.3**	Facilities in Good Repair	No	$2,992.00	196,779.00
4	**4.4**	Teachers and Administrators are Fully Credentialed and Effective	Yes	$2,182,096.00	2,205,408
4	**4.5**	Access to Instructional Technology	Yes	$1,191,363.00	912,489

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	$673,638.00	549,615.00
5	**5.1**	Wellness Centers	No	$65,262.00	106,981.00

2024-25 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)
12,274,441	$12,430,204.00	$12,287,670.00	$142,534.00	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	$6,000.00	34,064.00		
1	1.2	Social and Emotional Health Support	Yes	$1,198,363.00	1,095,243.00		
1	1.4	Positive Climate and Culture	Yes	$314,396.00	298,463.00		
2	2.1	TK-12 District-wide MTSS Tiered Intervention	Yes	$1,095,172.00	1,643,479.00		
2	2.2	MTSS Professional Learning Opportunities	Yes	$35,602.00	170,812.00		
2	2.3	Equity Blueprint	Yes	$178,054.00	180,761.00		
2	2.4	TK-12 Language Acquisition Programs for All English Learners	Yes	$80,807.00	155,240.00		
2	2.5	Improve 5th-12th grade Designated ELD Instruction for all Long Term English Learners (LTELs)	Yes	$992,232.00	967,687.00		
2	2.6	English Language Development (ELD) Professional Development for all Teachers	Yes	$1,035,883.00	795,326.00		
2	2.7	Visual And Performing Arts (VAPA)	Yes	$432,538.00	648,130.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	College and Career Readiness	Yes	$777,136.00	521,242.00		
2	2.9	All Staff Professional Development	Yes	$644,965.00	531,679.00		
2	2.10	Science, Technology, Engineering, Arts, and Math (STEAM)	Yes	$902,678.00	860,374.00		
3	3.1	Home to School Connections and Parent/Family Engagement	Yes	$40,402.00	29,348.00		
3	3.2	Provide Multilingual Parent/Family Communication	Yes	$394,323.00	283,036.00		
3	3.3	Parent and Family Engagement to Improve the College/ Career Indicator	Yes		34,370.00		
3	3.4	Improve Attendance Rate TK-8	Yes	$188,469.00	296,955.00		
4	4.1	Supplemental Standards aligned Instructional Material	Yes	$50,000.00	49,897.00		
4	4.2	Portrait of a Graduate in Practice	Yes	$16,087.00	24,052.00		
4	4.4	Teachers and Administrators are Fully Credentialed and Effective	Yes	$2,182,096.00	2,205,408.00		
4	4.5	Access to Instructional Technology	Yes	$1,191,363.00	912,489		
4	4.6	Access to Teachers and Staff for Continuation High School Students	Yes	$673,638.00	549,615.00		

2024-25 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)
49,739,520	12,274,441	0	24.677%	$12,287,670.00	0.000%	24.704%	$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 2025-26, 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 2025-26, 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).

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