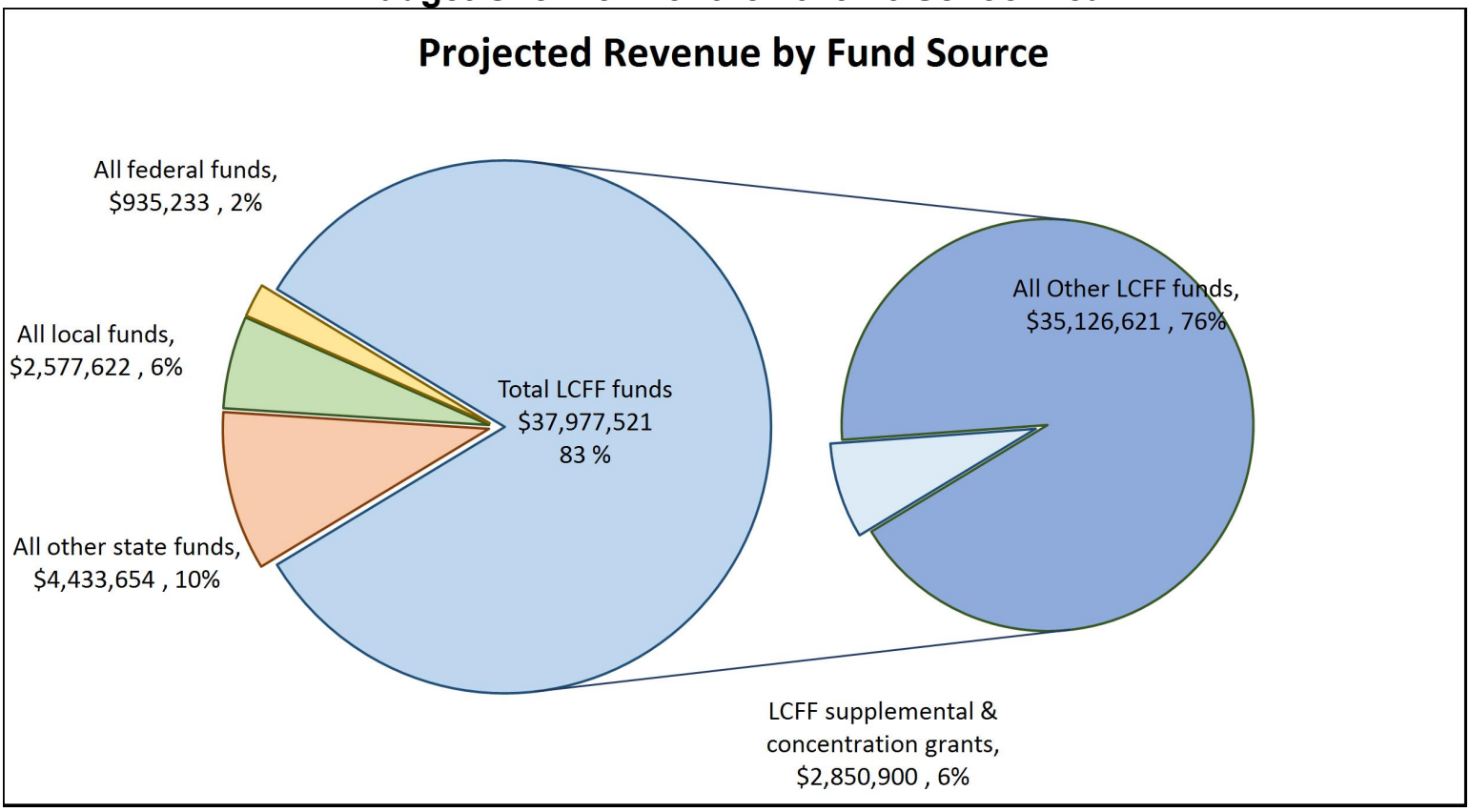
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Unified School District
CDS Code: 20755800000000
School Year: 2025-26
LEA contact information:
Chris Imperatrice
Assistant Superintendent
cimperatrice@gvusd.org
(559) 645-7500 ex 7522

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

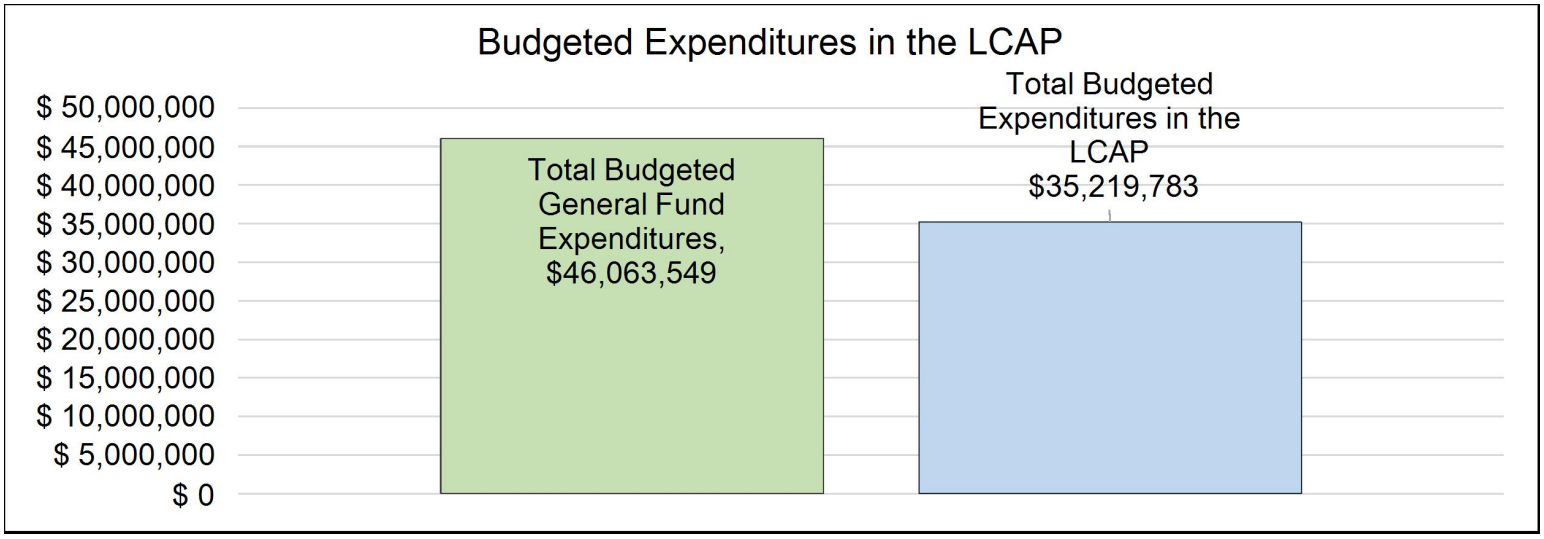


This chart shows the total general purpose revenue Golden Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Valley Unified School District is $45,924,030, of which $37,977,521 is Local Control Funding Formula (LCFF), $4,433,654.00 is other state funds, $2,577,622.00 is local funds, and $935,233.00 is federal funds. Of the $37,977,521 in LCFF Funds, $2,850,900.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Golden Valley Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

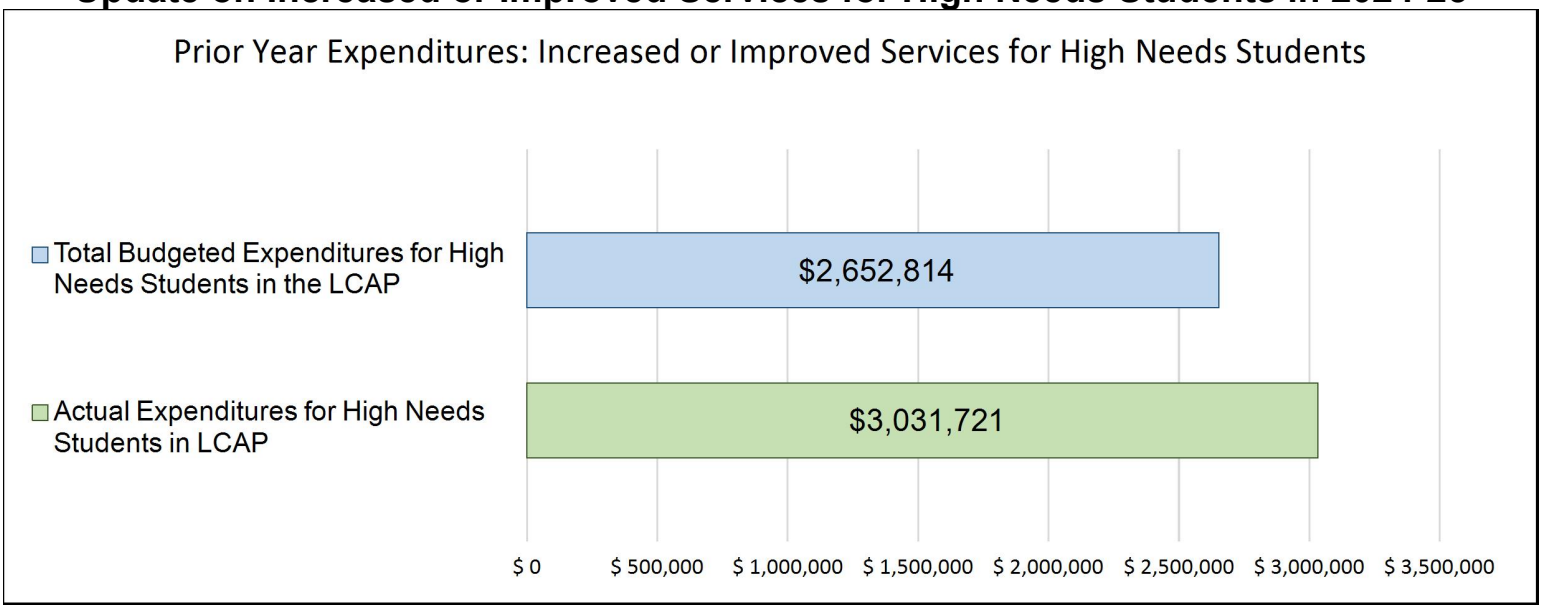
The text description of the above chart is as follows: Golden Valley Unified School District plans to spend $46,063,549.00 for the 2025-26 school year. Of that amount, $35,219,783 is tied to actions/services in the LCAP and $11,405,767 is not included in the LCAP. The budgeted expenditures that are not 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, Golden Valley Unified School District is projecting it will receive $2,850,900.00 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley Unified School District plans to spend $2,918,900 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 Golden Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Golden Valley Unified School District's LCAP budgeted $2,652,814.00 for planned actions to increase or improve services for high needs students. Golden Valley Unified School District actually spent $3,031,721.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley Unified School District	Chris Imperatrice Assistant Superintendent	cimperatrice@gvusd.org (559) 645-7500 ex 7522

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.

Golden Valley Unified School District is a young district located in the Central Valley. Golden Valley has had some tremendous successes since it became a district in 1999. The district started off with one K-8 school and now has 3 elementary schools, a middle school, a high school, and an educational options program. For many years, Golden Valley's student population has remained under 2000 students. That population has become more diverse and grown to 3137. The Unduplicated population of GVUSD has hovered right around 36%. However, recently the unduplicated student population has risen and is currently around 42.67%. Lincoln Community Day School, Centennial Independent Study, Valley Childrens Hospital, and Independence High School have all been identified as recipients of Equity Multiplier Funding. The Goal and planned uses for the Equity Multiplier funding can be found under Goal 5 of this LCAP.
The majority of student enrollment growth in Golden Valley is due to a large, approximately 6800 home development that began in 2017, is expected to double the student population of the district by the time it is completed. In the Fall of 2021, Golden Valley Unified opened a new elementary school, Stone Creek Elementary, within this housing development. The district is currently planning to add an additional classroom wing to Stone Creek to be opened in August 2025, and is breaking ground for the next elementary school Canyon Creek Elementary within the Riverstone development opening in August 2026. Along with the growth at our comprehensive sites, GVUSD has experienced growth in our Educational Options sites. Since 2021, the district's enrollment has grown by approximately 200 students per year. Over the past 3 years, the students coming in have a higher percentage of SED than the existing SED student percentage. In addition, we have noticed that students who are in year one in GVUSD are achieving at a lower rate than those who are two or more years in GVUSD. With all the growth, Golden Valley plans to continue to serve our community and our students by adhering to what we call the "Golden Valley Way."

The Golden Valley Way

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

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

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

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

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

GVUSD has taken intentional steps to close the learning gap for our English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students by developing a robust Learning Recovery Emergency Block Grant (LREBG) plan. This plan focuses on increasing support for students through the addition of an elementary school counselor, evidence-based instructional strategies such as Orton-Gillingham training, the implementation of the Character Strong curriculum, and the use of the IXL personalized learning platform.

Additionally, GVUSD has incorporated the Amira Reading Difficulties Risk Screener into the LREBG plan to identify K–2 students who may need extra support in reading.

As of now, GVUSD has $1,816,647.13 remaining from the grant to continue supporting student interventions.

The Golden Valley Unified School District (GVUSD) remains committed to ensuring equitable access, academic growth, and meaningful support for all students. This Local Control and Accountability Plan (LCAP) reflects the voices of our educational community—teachers, support staff, families, students, and advisory groups—whose input shaped the development of this plan. Through extensive consultation, key themes emerged across stakeholder groups, including a need for increased behavioral and academic support, improved family engagement, expanded program access, and targeted staffing to meet enrollment and student needs.

In direct response, the district has planned several strategic investments for the 2025–2026 school year. These include the addition of Student Relations Liaisons at multiple sites, a new Assistant Principal and office staff at SCE, enhanced support for Special Education, and expanded instructional tools like NWEA and IXL to focus on student-level growth. To further strengthen instructional quality and school climate, GVUSD is increasing custodial and grounds staff, adding professional development days, and investing in a Teacher on Special Assignment (TOSA) to support the integration of English Language Development standards. Expanded after-school programming and new Career Technical Education (CTE) pathways also reflect the district's focus on readiness, relevance, and equity.

Family engagement remains a central priority. In response to feedback from the DELAC and parent groups, the district is launching a GVUSD DELAC Parent Night to celebrate reclassified students and build stronger relationships with families. DELAC meetings will now be held in the evening, both virtually and in person, with childcare offered to support participation. Additional after-school tutoring and transportation for summer enrichment programs have also been added based on parent requests. This LCAP represents not only the district's goals, but a shared vision developed in partnership with our community to support the success of all students—especially English Learners, Foster Youth, and Socioeconomically Disadvantaged students.

Reflections: Annual Performance

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

SUCCESSES:

GVUSD has experienced significant growth over the past five years, with enrollment increasing from 2,483 students in 2021–2022 to a projected 3,160 students in 2025–2026. This increase has primarily impacted Stone Creek Elementary, Ranchos Middle School, and Liberty High School, with an average growth of approximately 33% per grade level. Despite the overall growth, the percentage of students in the Socioeconomically Disadvantaged (SED), English Learner (EL), and Foster Youth (FY) groups has remained relatively stable.

GVUSD made notable progress strengthening math instruction through consistent district-wide Professional Learning Communities (PLCs), which led to improved student outcomes and teacher collaboration. However, similar structures were not in place for English Language Arts (ELA), resulting in inconsistent instructional practices and a decline in ELA performance. Teachers have expressed the need for more time and support to analyze reading and writing data and improve instruction.

Implementation of key actions under Goal 2 faced challenges due to staffing shortages, particularly in intervention, counseling, and library services. This limited the district's ability to fully deliver multi-tiered systems of support (MTSS), PBIS, and academic enrichment. Supports for Long-Term English Learners (LTELs) were underdeveloped due to limited training and clarity on ELD standards, highlighting a need for more professional learning in this area.

Facilities remained clean and orderly thanks to custodial staffing, but outdoor space maintenance was inconsistent due to vacancies in groundskeeping. Additionally, increased behavioral needs in primary grades, coupled with a lack of classroom management training, affected learning environments and instructional time. Moving forward, GVUSD is committed to addressing these gaps through improved staffing, expanded professional development in ELD and SEL, and more structured supports for both struggling and accelerated learners.

Data Sources 2023 CA Dashboard compared to 2024 CA Dashboard

Math
All students increased .6 points.
SED students increased .9 points
White students increased 5 points

A-G completion
All students increased 6.9 %
Hispanic students increased 2.4%
SED students increased 9%
White studewnts increased 9.3%

EL Progress
Increased .4%

EAP
ELA: 14.8%
Math: 5.5%

Graduation Rate
All students increased by .4%
SED students increased by .7%
White students increased by 3.4%

Rigorous and Relevant curriculum
Access to standards aligned instructional materials
100%

Implementation of state standards
CCSS fully implemented
Middle School Drop-out rate 0%

School attendance rates
All students 93.2%

Chronic absenteeism
All Students declined by 2.8%
Asian students declined by 1%
SED students declined by 9.7%
Hispanic students declined by 7.9%.
EL students declined by 7.6%
White students declined by 4%

Safe & Secure, professional Environment

Facilities in Good Repair
All Sites Exemplary Rating

Suspension Rate
All students declined by .9%
Hispanic students declined by 2.9%
Homelss students declined by 5.5%
SED students declined by 4%
White students declined by 2.4%

Expulsion Rate 0%

GVUSD intends to build upon this success by improving our focus on instruction. Hattie, Marzano, Schmoker and other researchers have shown how important focused, intentional instruction is critical to the success of students. GVUSD will stay true to our instructional practices by focusing on best first instruction so that all students receive quality instruction. GVUSD feedback from parents and from students indicate that 87% of our students feel that my teacher helps me learn and approximately 73% of our students feel that school is a pleasant place where they can be successful.

GVUSD discontinued the use of Illuminate assessments and has implemented NWEA assessments. This change has allowed our staff to better track student growth and compare performance to students across the nation. In addition, by partnering with Parsec Education to house our data. GVUSD has added IXL, a diagnostic platform that can assess students' academic achievement level in the areas of Math and English Language Arts. This computer adaptive assessment aligns with our current district assessment NWEA to provide support for

students and teachers. When using both the results from the NWEA and IXL assessments, the program creates a personalized action plan for each student to help them grow towards grade level achievement and beyond. The use of these additional tools should allow our teachers to now have more information that can be used in planning and montioring instruction to ensure that ALL students are learning.

GVUSD continues to receive positive feedback from both students and parents. According to survey results, students report feeling safe, supported, and welcomed on our campuses. This strong sense of belonging has contributed to high levels of student engagement across all grade levels.

For the 2024–2025 school year, GVUSD maintained a 93.2% attendance rate, reflecting both the commitment of our students and families and the efforts of school staff to foster a positive and engaging learning environment.

To address the significant enrollment growth at Stone Creek Elementary and to prepare for the opening of Canyon Creek Elementary in the 2026–2027 school year, GVUSD has strategically expanded its staff. We hired a third school secretary and an assistant principal at Stone Creek to support increased student numbers and to maintain strong relationships with students, families, and the broader community. These two staff members will transition to Canyon Creek when it opens, ensuring continuity and leadership from the start.

GVUSD remains committed to hiring and retaining high-quality staff at all levels. Our Spring 2025 staff survey revealed that 91.2% of employees expressed satisfaction with the academic progress of students at their school sites. This feedback reinforces that we are moving in the right direction and that our collective efforts are making a positive impact.

IDENTIFIED NEEDS:

In evaluating GVUSD's performance regarding the execution of actions and the outcomes of metrics from our 2024-2025 LCAP, GVUSD’s highest area of needs conitued to be for our English Learners (EL), Socio-economically disadvantaged (SED), and Foster Youth are overcoming academic achievement gaps, providing mental health and SEL supports for students and continuing to engage our community partners. Current reporting year (2024) scores show that SED, EL, and Foster Youth students are still scoring below the district average and an achievement gap continues to exists in the areas of mathematics and ELA.

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

GVUSD Disttrict Wide

CA DASHBOARD 2023
ELA

EL Students - Orange -35.2 DFS
SED Students- Yellow -21.4 DFS

CA DASHBOARD 2024
ELA
EL Students - Orange -53.6 DFS
SED Students- Yellow -15.7 DFS

CA DASHBOARD 2023
Math
EL Students - Orange -58.4 DFS
SED Students- Orange--50.9 DFS

CA DASHBOARD 2024
Math
EL Students - Orange -80.2 DFS
SED Students - Orange -50 DFS

Gaps between EL, FY, and SED compared to “All students.” are still present when comparing the CA Dashboard 2023 Data with the CA Dashboard 2024 Data. Slight movement from DFS can ben observed with our EL and SED students in ELA and math.

Graduation Rate -CA DASHBOARD 2024
Slight decrease in the graduation rate for Hispanic students, all other sub groups slighty increased..

Suspension Rate -CA DASHBOARD 2024
The suspension rate for all students increased, as did the rate for FY, and LI students.
Lowest Performance Groups on the Dashboard

Refer to California Dashboard 2024 for Golden Valley Unified

GVUSD remains committed to meeting the academic and social-emotional needs of all students, with a sharpened focus on improving outcomes for English Learners (EL) and Socioeconomically Disadvantaged (SED) students. Survey feedback and state assessment data indicate a continued need for additional support in English Language Arts (ELA) and Mathematics for these student groups. In response, the district is implementing targeted instructional strategies, expanding intervention programs, and increasing access to high-quality, differentiated instruction aligned with state standards. This includes the use of data-driven teaching practices, small-group interventions, and additional collaboration time for educators to monitor student progress and adjust instruction as needed.

Recognizing the importance of early intervention, GVUSD is also deepening its commitment to Social-Emotional Learning (SEL) for students in grades TK–3. The district is expanding SEL curriculum implementation with Purposeful People curriculum, increasing counseling support at the elementary level, and offering professional development to help staff create emotionally supportive and developmentally appropriate

learning environments. These efforts aim to ensure that all students—especially those with the highest needs—feel connected, supported, and are making meaningful academic progres and saw considerable success with chronic absenteeism and suspension rate.

A notable area of improvement districtwide has been among students with disabilities, specifically in the area of suspension rates. This group has demonstrated significant progress, improving from red on the 2023 California School Dashboard to green on the 2024 Dashboard. This improvement is largely attributed to the collaborative Differentiated Assistance (DA) work between GVUSD and the Madera County Superintendent of Schools (MCSOS).

At Liberty High School, suspension rates for Foster Youth and Students with Disabilities declined, indicating early success with the implementation of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) during the 2023–2024 school year. However, SED students at Liberty High experienced a decline in academic achievement in both ELA and Math. These areas remain a key focus for the school in the 2024–2025 academic year.

Ranchos Middle School also experienced success in reducing suspension rates, with no student groups placed in the lowest performance level for suspensions. However, Students with Disabilities at Ranchos were identified in the lowest performance level for ELA, signaling an important area of focus for the 2024–2025 school year.

Webster Elementary School has shown considerable growth in reducing chronic absenteeism and suspension rates. No subgroups were reported in the lowest performance level for these indicators on the 2024 California School Dashboard. However, Students with Disabilities were identified in the lowest performance group for both ELA and Math, which remains a continued area of focus for Webster Elementary and GVUSD districtwide.

LOWEST PROFORMANCE STUDENT GROUPS AT THE LEA LEVEL BY STUDENT GROUP, INDICATOR, GOAL/ACTION COMPARED CA DASH BOARD 2023 to 2024

CA DASHBOARD 2023
FY: Suspension, G1A3, G2A5
SWD: Suspension, G1A9, G2A5
SWD: ELA, G1A8
SWD: Math, G1A8

CA DASHBOARD 2024
FY: Suspension, G1A3, G2A5
SWD: ELA, G1A8
SWD: Math, G1A8

LOWEST PROFORMANCE STUDENT GROUP AT THE SITE LEVEL BY SCHOOL, INDICATOR, GOAL/ACTION COMPARED CA DASH BOARD 2023 to 2024

Liberty High School:

CA DASHBOARD 2023
FY: Suspension, G1A3, G2A5
SWD: Suspension, G1A9, G2A5
SWD: ELA, G1A8
SWD: Math, G1A8

CA DASHBOARD 2024
SED: ELA, G1A8
SED: Math, G1A8

Ranchos Middle School:
CA DASHBOARD 2023
SED: Suspension, G1A3, G2A5
SWD: Suspension, G1A9

CA DASHBOARD 2024
SWD: ELA, G1A8

Webster Elementary:
CA DASHBOARD 2023
SED: Chronic Absenteeism, G1A3
SWD: Chronic Absenteeism, G1A8
SED: Suspension, G1A3, G2A5
SWD: Suspension, G1A9
SWD: ELA, G1A8
SWD: Math, G1A8

CA DASHBOARD 2024

SWD: ELA, G1A8
SWD: Math, G1A8

GVUSD continues to prioritize equity by taking strategic and intentional actions to close the achievement gap for our most vulnerable student populations, including English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. One of the district's primary efforts has been the development and implementation of a comprehensive Learning Recovery Emergency Block Grant (LREBG) Plan. This plan is designed to provide targeted academic and social-emotional support to students most impacted by disrupted learning during and following the pandemic.

Key components of the LREBG plan include the addition of a dedicated elementary school counselor to support the growing social-emotional and mental health needs of our youngest learners. The district has also invested in evidence-based instructional practices, including Orton-Gillingham training for educators to improve reading instruction, particularly for students with dyslexia and other reading difficulties. To promote positive school climate and character development, GVUSD has implemented the Character Strong curriculum across school sites. Additionally, the district is leveraging the IXL personalized learning platform to provide adaptive, standards-aligned instruction in both English Language Arts and Mathematics, ensuring students receive individualized practice based on their specific learning needs.

To further support early literacy, GVUSD integrated the Amira Reading Difficulties Risk Screener into its intervention framework. This tool helps identify kindergarten through second-grade students who may be at risk for reading challenges, enabling early and targeted intervention before gaps widen.

GVUSD will allocate carryover Equity Multiplier funds to the same three Educational Options sites supported in the prior year. This allocation is reflected in the 2025–2026 GVUSD LCAP to ensure continuity of services and targeted support for students at these sites.

As of the most recent reporting period, GVUSD has $1,816,647.13 remaining in LREBG funds, which will continue to be used to strengthen academic interventions, support staff development, and expand services that directly benefit EL, FY, and SED students. These investments reflect the district's ongoing commitment to educational equity and learning recovery.This LCAP has been significantly supported by Learning Recovery Emergency Block Grant (LREBG) funds as part of Goal 1 (Actions 1.1, and 1.7). Funds were also allocated to Action 1.7 to support credit recovery through the summer extended learning program, which primarily serves high school EL, FY, and SED students who are credit-deficient and at risk of not graduating. The estimated LREBG funds available for the 2025–2026 school year total $1,816,647.13. Of this amount, GVUSD plans to allocate $509,000.00 to support the actions 1.1, 1.7, 2.1, 2.4, 2.5 and 3.2.

Reflections: Technical Assistance

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

Golden Valley Unified School District (GVUSD) continues to engage in the Differentiated Assistance (DA) process in collaboration with the Madera County Superintendent of Schools (MCSOS), with an initial focus on reducing suspension rates among Students with Disabilities (SWD). This work, grounded in improvement science, has evolved into a broader systems-level inquiry as the district expands its efforts to support Long-Term English Learners (LTELs), who have persistently underperformed across multiple indicators, including English Language Arts (ELA), mathematics, suspension rates, and chronic absenteeism.

To address these challenges, GVUSD has developed a driver diagram to identify the root causes impacting LTEL outcomes. Primary drivers include ineffective English Language Development (ELD) instruction, inconsistent progress monitoring and reclassification systems, limited student engagement, and insufficient family outreach. Secondary drivers under these categories highlight needs such as more consistent implementation of designated and integrated ELD, limited use of student data to inform instruction, a lack of culturally responsive engagement opportunities, and language-accessible communication tools for families.

The district and MCSOS have collaboratively analyzed longitudinal LTEL data, including ELPAC performance by domain, reclassification trends, and absenteeism patterns. Through this process, the district has identified key change ideas: embedding designated ELD into core instruction, implementing student-led conferences for LTELs, launching individualized LTEL success plans, and expanding access to targeted mentoring and tutoring. A major focus has also been placed on refining the reclassification system by clarifying criteria, standardizing teacher input protocols, and ensuring earlier identification of students at risk of becoming LTELs.

Improvement efforts are guided by a cross-functional team that includes district leaders, site administrators, ELD coordinators, classroom teachers, counselors, and MCSOS improvement facilitators. Each team member brings a unique perspective and plays a vital role in leading continuous improvement cycles. Educators are engaging in structured inquiry processes, such as “notices and wonders” protocols and fishbone diagrams, to analyze student-level data and inform instruction. This systems-focused collaboration is designed to shift from reactive intervention toward proactive, data-informed planning.

Central to this work are the individual stories of LTEL students. GVUSD is actively using student case studies to understand both successful and struggling trajectories. For instance, students who demonstrated growth in listening and speaking, but not writing, revealed instructional gaps in structured academic writing. In contrast, students who thrived were often those who had access to bilingual mentors and engaging, culturally relevant content. These stories are not only informing practice but are also building a sense of urgency and shared accountability across the district.

GVUSD’s LTEL improvement efforts are part of a larger shift toward building sustainable and equitable systems. Through the DA process and continued partnership with MCSOS, the district is committed to identifying and addressing systemic barriers that hinder student progress. The district will continue to refine and test change ideas, monitor impact through PDSA (Plan-Do-Study-Act) cycles, and use data to guide ongoing adjustments. Looking ahead to the 2025–26 school year, GVUSD will prioritize the success of LTELs by aligning instructional strategies, intervention supports, and reclassification systems to ensure that English Learners receive the coordinated, student-centered support they need to succeed academically and linguistically.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Staff Roundtable Meetings (Including: Teachers, Counselors, SLP, Psychologist): 3/13/25, 3/17/25, 3/20/25, 3/24/25, 4/3/25, 4/11/25, 5/1/25 LCAP/Budget Meetings: 5/20/25 Spring 2025 Surveys Topics discussed: Student Behavior & Discipline, Support Staff & Collaboration, Technology & Device Management, Facilities & Campus Safety, Communication & Equity in Programs. Response: Taking into consideration the formal input from teachers, the district has decided to implement the following actions for the 2025–2026 school year: hire Student Relations Liaisons at WES, SVES, and RMS; add additional professional learning days outside of the regular calendar year to review student data—specifically for English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth; purchase IXL software; hire an additional TOSA to specifically support best teaching practices with a focus on ELD standards; and provide additional staffing for custodial and grounds positions. Input from these meetings have been incorporated in the following actions to better serve our EL SED and Foster Youth. (1.1, 1.2 1.4, 1.5, 1.6, 2.2, 2.3 ,2.5, and 3.2.)
Classified Employees & Other School Personnel	Staff Roundtable Meeting (s: 3/13/25, 3/17/25, 3/20/25, 3/24/25, 4/3/25, 4/11/25, 5/1/25

Educational Partner(s)	Process for Engagement
	LCAP/Budget Meetings: 5/20/25 Spring 2025 Surveys Topics discussed: Student Behavior & Discipline, Support Staff & Collaboration, Technology & Device Management, Facilities & Campus Safety, Communication & Equity in Programs. Response: Taking into consideration the formal input from support staff, the district has planned the following actions for the 2025–2026 school year: hire Student Relations Liaisons at WES, SVES, and RMS; add additional office staff to support the enrollment growth at SCE; hire an additional Assistant Principal at SCE to support staff and specifically increase capacity to serve English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth; and hire additional custodial staff at both RMS and SCE to accommodate increased enrollment. Input from these meetings have been incorporated in the following actions to better serve our EL SED and Foster Youth. (2.2, 2.3 ,2.5, and 3.2.)
Administration/Principals	Management Meetings: 4/28/25 LCAP/Budget Meetings: 5/19/25 Spring 2025 Surveys Topics discussed: Student Behavior & Discipline, Support Staff & Collaboration, Technology & Device Management, Growth in Hiring Response: Taking into consideration formal input from support staff, the district has planned the following actions for the 2025–2026 school year: hire an additional Assistant Principal and a Secretary I to support enrollment growth at SCE; hire an additional TOSA to strengthen the integration of ELD standards in classroom instruction; and purchase IXL to support skill development plans specifically for English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth. Input from these meetings have been incorporated in the following actions to better serve our EL SED and Foster Youth. (1.1, 1.2 1.5, 1.6, 2.2, 2.3 ,2.5, and 3.2.)

Educational Partner(s)	Process for Engagement
Parents	Parent Roundtable Meetings: 10/7/24,10/14/24,10/21/24, 4/23/25, 4/24/25, 5/8/25, 5/5/25 LCAP/Budget Meeting: 5/2025 Spring 2025 Surveys Topics discussed: Student Behavior & Discipline, Special Education & Student Support, School Leadership & Communication, Facilities & Safety, Program Access & Academic Enrichment, Staffing & Instructional Needs, After School & Extended Programs, Nutrition & Wellness, Transportation & Logistics, Technology & Device Use. Response: The district is actively addressing key priorities raised by stakeholders to support student success and well-being. Efforts include expanding Positive Behavior Interventions and Supports (PBIS), enhancing inclusive practices in Special Education, and strengthening school leadership and communication through regular outreach and staff development. Investments in facilities and campus safety are ongoing, with improvements to security systems and emergency preparedness. To meet diverse academic needs, the district is broadening access to enrichment programs, dual enrollment, and after-school learning opportunities—particularly for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Input from these meetings have been incorporated in the following actions to better serve our EL SED and Foster Youth. (1.6, 2.2, 2.3 ,2.5, 3.2, 4.2.) Staffing, nutrition, transportation, and technology remain critical areas of focus. The district is working to attract and retain high-quality staff, improve student nutrition through expanded meal options, and enhance transportation services with better routing and reliability. All students have access to devices and digital tools, supported by professional development and infrastructure upgrades. These collective efforts reflect the district's commitment to equity, academic growth, and safe, supportive learning environments.

Educational Partner(s)	Process for Engagement
Pupils/Students	Feedback from the Student Board Representative, and the two Student Representatives on the District Advisory Committee (DAC). Topics: Nutrition, Student Behavior, CTE and Dual Enrollment Classes, Athletic Offerings Response: The district is making strong efforts to improve the overall school experience for students, and we want to highlight a few key areas where continued focus can make a meaningful difference. Nutrition remains an important concern for many students, who have requested more options. In response, the food service department will introduce several new scratch-cooked offerings thanks to additional staffing added for the 2025–2026 school year. In terms of student behavior and support, we recognize the positive impact of adding Student Relations Liaisons at WES, SVES, and RMS, primarily to support English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth. We hope this support continues to grow, especially in addressing conflicts, stress, and peer relationships. We're also excited about the addition of three new Career Technical Education (CTE) pathways and the ongoing expansion of dual enrollment courses, which provide students with real-world skills and opportunities to earn college credit. Lastly, students are looking forward to the expansion of athletic offerings, including boys' volleyball and girls' STUNT cheer, which create more inclusive opportunities for student involvement. Input from these meetings have been incorporated in the following actions to better serve our EL SED and Foster Youth. (2.2, 2.3 ,2.5, 3.2, 4.2)
Bargaining Units	LCAP/Budget Meetings 5/20/25 Monthly Superintendent Meetings with Units Spring 2025 Surveys Topics discussed: Growth in Student Enrollment, New Job Descriptions, Student Behavior & Discipline, Special Education & Student Support, Facilities & Safety, Staffing & Instructional Needs

Educational Partner(s)	Process for Engagement
	Response:The district acknowledges the concerns raised by the union regarding the impact of student enrollment growth and is committed to providing appropriate staffing and support to maintain quality learning environments. As enrollment increases, the district is working to develop and implement new job descriptions aligned to site needs, particularly in areas such as student supervision, instructional support, and mental health services. These areas of need directly support on EL, SED and Foster Youth students These roles aim to directly address the challenges brought on by increased enrollment and evolving student needs. In response to union input, the district is also strengthening efforts around student behavior and discipline through continued investment in positive behavior systems, training, and Student Relations Liaisons. Additionally, targeted improvements in Special Education include increased collaboration time, staffing support, and access to professional learning. Regarding facilities and safety, the district is prioritizing maintenance, modernization, and enhanced security protocols. Recognizing ongoing staffing and instructional needs, efforts continue in recruitment, retention, and professional development to ensure employees are well-supported and students receive high-quality instruction. Input from these meetings have been incorporated in the following actions to better serve our EL SED and Foster Youth. (1.1, 1.2 1.4, 1.5, 1.6, 2.2, 2.3 ,2.5, and 3.2.)
DAC	LCAP/Budget Meetings 5/20/25 Topics discussed: Student Behavior & Discipline, Special Education & Student Support, Facilities & Safety, Program Access & Academic Enrichment, Staffing & Instructional Needs, After School & Extended Programs Response:The committee recognized that student behavior, particularly in the primary grades, has increased at an above-average rate, and that PBIS and MTSS programs require additional staffing to function effectively. In response, the district has committed to hiring three additional Student Relations Liaisons at WES, SVES, and RMS

Educational Partner(s)	Process for Engagement
	to provide daily support for these programs. English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth are expected to benefit greatly from these new positions. The committee also acknowledged the significant growth at SCE and the need for additional staffing. To address this, the district has added a new Assistant Principal and Secretary I to support the increased enrollment. In response to the growing needs in Special Education, the district will add, for the 2025–2026 school year, two additional Speech-Language Pathologists (SLPs), one additional School Psychologist, four additional SDC paraprofessionals, and two additional Special Education Teachers. To support data-driven instruction, the committee identified a need for more time to analyze CAASPP and NWEA data, so two additional non-student workdays have been added to the calendar. Additional support was also requested for teachers—especially new teachers—and for implementing strategies to support EL, SED, and Foster Youth. In response, the district has hired an additional TOSA to strengthen Tier 1 instructional supports. Finally, to improve access and engagement, the district has added an after-school athletic program at the elementary level, with a focus on increasing participation among EL, SED, and Foster Youth students. Input from these meetings have been incorporated in the following actions to better serve our EL SED and Foster Youth. (1.1, 1.2 1.4, 1.5, 1.6, 2.2, 2.3 ,2.5, 3.2, 4.1, 4.2, 5.2, 5.3, 5.4.) Written feedback was provided for questions from the DAC members regarding the LCAP. And a copy of the final LCAP was provided to the DAC members at their final meeting on June 25, 2025, prior to adoption. Committee members had the opportunity to review and discuss the final version before taking formal action.
DELAC	January 22, 2025 Topics discussed: LCAP goals and Actions, Support for struggling students, Parent Survey results, Parents requested additional After-School Intervention, ELPAC Recognition

Educational Partner(s)	Process for Engagement
	Response: The committee discussed the LCAP Goals and Actions, with a primary focus on increasing parent and student involvement, particularly among English Learner (EL) families. In response to this need, the DELAC team has planned a GVUSD DELAC Parent Night for the first week of September 2025 to celebrate reclassifying students. This event will serve multiple purposes: celebrating student success, providing parent information, offering outreach support from the GVUSD EL Committee, and creating opportunities for families to connect with district administration to ask questions and build stronger relationships. Additionally, parents requested more after-school support, leading the district to create additional sections of after-school tutoring for the 2025–2026 school year. In response to requests for summer school transportation for the 2024–2025 enrichment programs, transportation services were provided. To further support families, the committee recognized that parents would benefit from DELAC meetings being held in the evening. As a result, DELAC meetings for the 2025–2026 school year will be held at night, both in person and virtually, with child care provided to increase accessibility and participation. Input from these meetings have been incorporated in the following actions to better serve our EL students. (1.1, 1.2 1.5, 1.6, 2.2, 2.3 ,2.5, and 3.2.) Written feedback was provided for questions from the DELAC members regarding the LCAP. And a copy of the final LCAP was provided to the DELAC members at their final meeting on June 25, 2025, prior to adoption.Committee members had the opportunity to review and discuss the final version before taking formal action.
Mid-Year Report	Senate Bill 114 (2023) added a requirement for LEAs to present a report on the Local Control Accountability Plan and Budget Overview for Parents on or before February 28 each year at a regularly scheduled board meeting. The Mid-Year Report was presented to the Board on February 22, 2025.
SELPA	June 9, 2025

Educational Partner(s)	Process for Engagement
	Response: The SELPA Director stated that the district's focus on students with disabilities (SWD)—particularly in the areas of chronic absenteeism and suspensions—appears strong, and the supporting data reinforces this assessment. The collaborative work with the County Office of Education (COE) reflects a clear focus on SWD, and the systematic changes being implemented are aligned with best practices aimed at increasing academic success for students with disabilities. Input from the SELPA have been incorporated in the following actions to better serve our Students with Disabilites (1.8, 1.9, 2.1, 4.2) Topics discussed: Student behavior, SWD Suspension Rates, PBIS and GVUSD Differentiated Assistance work with Madera County Superintendent Of Schools.
Educational Options School Site Council	October 10, 2024, December 5, 2024, January 30, 2025, April 24, 2025 Review stie plan, data and current programs. Determine what is working, what needs to be changed and what needs to be added/discontinued. Discussed funding sources and uses (including Equity Multiplier funds that Lincoln Community Day, Independence HS, Centennial IS and Valley Children's Hospital). Discussed possible uses for the funds and created a rough plan to utilize Equity Multiplier Funding. Response: The district has expanded Career Technical Education (CTE) offerings for the 2025–2026 school year with the addition of a Building Trades Pathway at Educational Options, allowing students to earn industry certifications by the time they graduate. Support for students with disabilities (SWD) has also improved with the addition of a full-time RSP teacher at Ed Ops, helping to create greater consistency in the daily schedule and support services. In addition, teachers have begun utilizing NWEA and IXL to support student learning. The site has identified NWEA and IXL as key areas of focus

Educational Partner(s)	Process for Engagement
	for the 2025–2026 school year, with an intentional emphasis on individual student growth as part of their Professional Learning Community (PLC) work. Input from the SELPA have been incorporated in the following actions to better serve our Students with Disabilites (5.1, 5.2, 5.3, 5.4, 5.5, 5.6)
Board Public Hearing as per Ed Code 52062(b)(1)	June 10, 2025
Board LCAP Adoption as per Ed Code 52062(b)(2)	June 24, 2025 Local indicators were presented in conjuction with the LCAP adoption as per Ed Code 52064.5(e)(2). The Board adopts the annual budget at the same meeting as the LCAP Adoption 52062(b)(2)

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

Educational partner feedback played a central role in shaping the 2025–2026 LCAP. Input from teachers, classified staff, students, parents, the District Advisory Committee (DAC), and the District English Learner Advisory Committee (DELAC) led to targeted investments in student support, staffing, academic interventions, and engagement strategies.

Teachers emphasized the need for more professional learning and student support. In response, the district added non-student workdays to focus on data analysis for English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth; hired an additional Teacher on Special Assignment (TOSA) to strengthen Tier 1 instruction, with a focus on ELD standards; and purchased academic tools such as IXL. Similarly, classified staff advocated for increased capacity to support growing school populations. As a result, new Student Relations Liaisons were added at key sites, additional office and custodial staff were hired at high-growth schools, and a new Assistant Principal was added to support EL and SED students at SCE.

Students provided insight on the importance of inclusive extracurricular activities, better nutrition, and behavioral supports. The district responded by expanding meal offerings through added kitchen staff, enhancing behavioral support with Student Relations Liaisons, and broadening access to Career Technical Education (CTE) pathways and athletics. Parents echoed concerns around safety, staffing, and equitable access to learning. Their feedback led to investments in school safety, after-school programs, and infrastructure improvements, along with ongoing efforts to enhance transportation and digital access.

The DAC highlighted the need for improved student behavior supports and special education capacity. In response, additional SDC paraprofessionals, special education teachers, school psychologists, and speech-language pathologists were added. Evening athletics and extended learning opportunities were also introduced to promote engagement for underserved groups.

Finally, DELAC members advocated for increased EL family involvement and access to services. As a result, the district planned a DELAC Parent Night to celebrate reclassification, expanded after-school tutoring, provided summer transportation for enrichment programs, and shifted DELAC meetings to evenings with virtual access and childcare.

These collective actions demonstrate how partner feedback directly informed the district's priorities, ensuring the adopted LCAP is aligned with the needs of all students—particularly EL, SED, Foster Youth, and students receiving special education services.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Golden Valley Unified School District developed this goal in alignment with its foundational belief in maintaining high expectations for all students, as outlined in the Golden Valley Way. The district is committed to cultivating respectful, rigorous learning environments where academic performance, behavior, attendance, and extracurricular involvement are all held to the highest standards. However, local and state data highlight continued disparities in achievement—particularly for English Learners (EL), Socioeconomically Disadvantaged (SED) students, Foster Youth, and Students with Disabilities (SWD). The increasing enrollment of EL (231 students, 8.3%) and SWD (336 students, 12.7%) further underscores the urgency of targeted support and strategic action.

These concerns are validated by the 2024 California School Dashboard, which identifies EL students as being -53.6 points from standard in English Language Arts (ELA) and -80.2 points from standard in math. SED students are also significantly behind, scoring -15.7 points from standard in ELA and -50.0 points from standard in math. These achievement gaps serve as a critical rationale for this goal and the accompanying actions.

In response, the district is focused on strengthening classroom instruction through effective professional learning and collaboration. In mathematics, structured Professional Learning Communities (PLCs) have led to positive gains through shared instructional planning, common assessments, and timely interventions. In contrast, ELA instruction has lacked similar infrastructure and support, resulting in fragmented implementation and lower student outcomes. Teachers have voiced a need for more dedicated time, systems, and support to engage in ELA-focused PLCs that enable data-driven decisions and alignment of instructional practices.

By addressing these instructional gaps and strengthening systems of support, GVUSD aims to ensure that all students—notably those in underperforming subgroups—are held to and supported in meeting the district's high standards. This goal reflects GVUSD's unwavering commitment to equity, continuous improvement, and academic excellence for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced ELA Distance from Standard	All students: 8.2 DFS EL DFS: -35.2 DFS SED DFS: -21.4 DFS Hispanic DFS: -6.5 DFS SWD DFS: -90.1 DFS White DFS: 22.8 DFS Data Year: 22-23 Data Source: CA Dashboard	All students: 8.1 DFS EL DFS: -53.6 DFS SED DFS: -15.7 DFS Hispanic DFS: -6.9 DFS SWD DFS: -91.8 DFS White DFS: 1.2 DFS Data Year: 23-24 Data Source: CA Dashboard		All Students Status: 30 DFS EL DFS: -15 DFS SED DFS: 10 DFS Hispanic DFS: 20 DFS SWD DFS: -36 DFS White DFS: 40 DFS Data Year: 25-26 Data Source: CA Dashboard	All students: decrease by .1 DFS EL DFS: decrease by 18.4 DFS SED DFS: increase by 5.7 DFS Hispanic DFS: decrease by .2 DFS SWD DFS: decrease by 1.7 DFS White DFS: decrease by 21.6 DFS Data Year: 22-23 compared 23-24 Data Source: CA Dashboard
1.2	Smarter Balanced Math Distance from Standard	All Students: -24.3 DFS EL DFS: -58.4 DFS SED DFS: -50.9 DFS Hispanic DFS: -39.7 DFS SWD DFS: -121.7 DFS White DFS: -8.1 DFS Data Year: 22-23 Data Source: CA Dashboard	All Students: -23.7 DFS EL DFS: -80.2 DFS SED DFS: -50.0 DFS Hispanic DFS: -41.4 DFS SWD DFS: -121.7 DFS White DFS: -3.0 DFS		All Students: 5 DFS EL DFS: -30 DFS SED DFS: -10 DFS Hispanic DFS: 10 DFS SWD DFS: -65 DFS White DFS: 10 DFS	All students: increase by .6 DFS EL DFS: decrease by 21.8 DFS SED DFS: increase by .9 DFS Hispanic DFS: decrease by 1.7 DFS SWD DFS: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 23-24 Data Source: CA Dashboard		Data Year: 25-26 Data Source: CA Dashboard	White DFS: increase by 5.1 DFS Data Year: 22-23 compared 23-24 Data Source: CA Dashboard
1.3	Smarter Balanced Science Distance from Standard	All Students -10.4 DFS 5th Grade:-7.4 DFS 8th Grade: -11.3 DFS High School: -12.4 DFS Data Yr: 22-23 Data Source: CA Dashboard	All Students -11.5 DFS 5th Grade: -9.6 DFS 8th Grade: -7.5 DFS High School: -15.2 DFS Data Yr: 23-24 Data Source: CA Dashboard		All Students 0 DFS 5th Grade:0 DFS 8th Grade: 0 DFS High School: 0 DFS Data Yr: 25-26 Data Source: CA Dashboard	All Students: decreased by 1.1 DFS 5th Grade: decreased by 2.2 DFS 8th Grade: increased by 3.8 DFS High School: decreased by 2.8 Data Year: 22-23 compared 23-24 Data Source: CA Dashboard
1.4	Local ELA Assessment	NWEA (2023-24) Percentage of students meeting projected growth targets Grade K: 39% Grade 1: 49% Grade 2: 53%	NWEA (2024-25) Percentage of students meeting projected growth targets Grade K: 43% Grade 1: 54%		NWEA (2026-27) Percentage of students meeting projected growth targets Grade K: 70% Grade 1: 70%	NWEA Data percentage of students meeting projected growth targets when comparing 2022-2024 to 2023-2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 3: 53% Grade 4: 44% Grade 5: 35% Grade 6: 56% Grade 7: 46% Grade 8: 40% Grade 9: 46% Grade 10: 32% Grade 11: 32% Grade 12: 34% Data Source: NWEA Data 23-24	Grade 2: 50% Grade 3: 39% Grade 4: 44% Grade 5: 47% Grade 6: 60% Grade 7: 48% Grade 8: 62% Grade 9: 55% Grade 10: 63% Grade 11:67% Grade 12: NA Data Source: NWEA Data 24-25		Grade 2: 70% Grade 3: 70% Grade 4: 70% Grade 5: 70% Grade 6: 70% Grade 7: 70% Grade 8: 70% Grade 9: 70% Grade 10: 70% Grade 11: 70% Grade 12: 70% Data Source: NWEA Data 26-27	Grade K: Increased by 4% Grade 1: Increased by 5% Grade 2: Decreased by 3% Grade 3: Decreased by 14% Grade 4: No Change Grade 5: Inceased by 12% Grade 6: Increased by 4% Grade 7: Increased by 2% Grade 8: Increased by 22% Grade 9: Increased by 9% Grade 10: Increased by 31% Grade 11: Increased by 35% Grade 12: NA Data Source: NWEA Data 23-24 & 24-25
1.5	Local Math Assessment	NWEA (2023-24) Percentage of students meeting projected growth targets Grade K: 44%	NWEA (2024-25) Percentage of students meeting projected growth targets		NWEA (2026-27) Percentage of students meeting projected growth targets	NWEA Data percentage of students meeting projected growth targets when comparing 2022-2024 to 2023-2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 1: 60% Grade 2: 48% Grade 3: 73% Grade 4: 66% Grade 5: 64% Grade 6: 77% Grade 7: 56% Grade 8: 79% Math 1: 49% Math 2: 50% Math 3: 52% Data Source: NWEA Data 23-24	Grade K: 50% Grade 1: 65% Grade 2: 72% Grade 3: 65% Grade 4: 76% Grade 5: 64% Grade 6: 81% Grade 7: 42% Grade 8: 75% Math 1: 56.5% Math 2: 59.5% Math 3: 74.5% Data Source: NWEA Data 24-25		Grade K: 70% Grade 1: 70% Grade 2: 70% Grade 3: 70% Grade 4: 70% Grade 5: 70% Grade 6: 80% Grade 7: 70% Grade 8: 80% Math I: 70% Math II:: 70% Math III: 70% Data Source: NWEA Data 26-27	Grade K: Increased by 6% Grade 1: Increased by 5% Grade 2: Increased by 24% Grade 3: Decreased by 8% Grade 4: Increased by 10% Grade 5: No Change Grade 6: Increased by 4% Grade 7: Decreased by 14% Grade 8: Decreased by 4 % Math I: Increased by 7.5% Math II:: Increased by 9.5% Math III: Increased by 22.5% Data Source: NWEA Data 23-24 & 24-25
1.6	College/Career Indicator	All Students: Prepared 38.4% Hispanic: 33% White: 47.8% SED: 30.2%	All Students: Prepared 45.3% Hispanic: 35.4% White: 57.1% SED: 36.1%		All Students: Prepared 80% Hispanic: 80% White: 80% SED: 75%	All Students: Increased by 6.9% Hispanic: Increased by 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 0% Data Year: 22-23 Data Source: CA Dashboard	SWD: 8.7% Data Year: 23-24 Data Source: CA Dashboard		SWD: 50% Data Year: 25-26 Data Source: CA Dashboard	White: Increased by 9.3% SED: Increased by 5.9% SWD: Increased by 8.7% Data Year: 22-23 & 23-24 Data Source: CA Dashboard
1.7	High School Graduation Rate	All 92.8% Hispanic: 94.6% White: 92.8% SED: 90.1% SWD: 63.6% Data Year: 22-23 Data Source: DataQuest	All 93.2% Hispanic: 90.9% White: 96.1% SED: 90.7% SWD: 82.6% Data Year: 23-24 Data Source: DataQuest		All: 95% Hispanic: 95% White: 95% SED: 95% SWD: 95% Data Year: 25-26 Data Source: DataQuest	All: Increased by .4% Hispanic: Decreased by -3.7% White: Increased by 3.3% SED: Increased by .6% SWD: Increased bv 19% Data Year: 23-24 & 24-25 Data Source: DataQuest
1.8	A-G Completion Rate	All: 40.3% Hispanic: 32.3% White: 52.2% SED: 31.5% SWD: 4.5% Data Yr: 22-23	All: 79.3% Hispanic: 74.3% White: 79.5% SED: 79.5% SWD: 50.0% Data Yr: 23-24		All: 85% Hispanic: 85% White: 85% SED: 85% SWD: 85% Data Year: 25-26	All: Increased by 39% Hispanic: Increased by 42% White: Increased by 27.3% SED: Increased by 48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest	Data Source: DataQuest		Data Source: DataQuest	SWD:45.5% Data Yr: 22-23 & 23-24 Data Source: DataQuest
1.9	CTE Pathway Completion Rate	All: 17.7% Hispanic: 15.1% White: 24.6% SED: 11.7% SWD: 13.6% Data Yr: 22-23 Data Source: DataQuest	All: 17.2% Hispanic: 5.7% White: 29.5% SED: 15.4% SWD: 0 Data Yr: 23-24 Data Source: DataQuest		All: 20% Hispanic: 20% White: 20% SED: 20% SWD: 20% Data Yr: 25-26 Data Source: DataQuest	All: Deceased by .5% Hispanic: Decreased by 9.4% White: Increased by 4.9% SED: Increased by 3.7% SWD:Decreased by 13.6% Data Yr: 23-24 & 24-25 Data Source: DataQuest
1.10	Advanced Placement Pass Rate	38% Data Source: College Board AP Central 2023	47.9% Data Source:College Board AP Central 2024		40% Data Source: College Board AP Central 2026	Increased by 9.9% Data Source:College Board AP Central 23 & 24
1.11	English Learner Progress	48% making progress towards English language proficiency, Data Year: 22-23	47.8% making progress towards English language proficiency, Data Year: 23-24		60% making progress towards English language proficiency, Data Year: 25-26	Decrease by .2% making progress towards English language proficiency,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard	Data Source: Dashboard		Data Source: Dashboard	Data Year: 22-23 & 23-24 Data Source: Dashboard
1.12	English Learner Reclassification Rate	7.6% Data Yr: 22-23 Data Source: CALPADS	9% Data Yr: 23-24 Data Source: CALPADS		25% Data Yr: 25-26 Data Source: CALPADS	Increased by 1.4% Data Yr: 23-24 & 24-25 Data Source: CALPADS
1.13	EAP Readiness for ELA and Mathematics	ELA: 14.8% Math: 5.5% EAP Scores 22-23 Data Source:CA Dashboard	ELA: 19.7% Math: 5.3% EAP Scores 23-24 Data Source:CA Dashboard		ELA: 25% Math: 20% EAP Scores 25-26 Data Source:CA Dashboard	ELA: Increased by 4.9% Math: Decreased by .2% EAP Scores 23-24 & 24-25 Data Source:CA Dashboard
1.14	Percentage of students who completed both A-G requirements and a CTE pathway	All: 11% Hispanics: 7.5% White: 18.8% SED: 5.4% SWD: 0% EL: NA LTEL:NA Asian: 0% Data Source:CA Dashboard 22-23	All: 8.3% Hispanics: 2% White: 18.2% SED: 5.6% SWD: 0% EL: 0% LTEL:0% Asian: NA Data Source:CA Dashboard 23-24		All: 15% Hispanics: 10% White: 20% SED: 10% SWD:8% EL: 8% LTEL:8% Asian: 8% Data Source:CA Dashboard 25-26	All: Decreased by 2.7% Hispanic: Decreased by 5.5% White: Decreased by 0.6% SED: Increased by 0.2% SWD Maintained at 0% EL: NA LTEL: NA Asian: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Data Source:CA Dashboard 22-23/24-25

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.

Overall implementation of this goal focused heavily on strengthening district-wide Professional Learning Communities (PLCs) in mathematics, resulting in noticeable growth across K–12 grade levels. The structured collaboration around math instruction, common assessments, and data-informed decision-making was fully implemented, leading to improved student outcomes and increased teacher capacity in this content area. Teachers had consistent opportunities to meet, analyze student work, align instructional strategies, and respond in real time to student needs.

In contrast, English Language Arts (ELA) did not receive the same level of intentional focus or infrastructure to support robust PLC collaboration. The absence of designated time for ELA PLCs in both district-wide and school site schedules limited teachers' ability to engage in collective planning, curricular alignment, and timely interventions. Without these key supports, there was inconsistent implementation of best practices, fragmented data use, and fewer opportunities for peer-to-peer learning. As a result, student performance in ELA declined, underscoring a critical gap in instructional support and professional collaboration. Teachers expressed a need for more consistent structures to review reading and writing data, share effective strategies, and build coherence across grade levels.

To address the concern regarding Education Code (EC) Section 52064.4 and ensure full transparency, the LCAP will be revised to include:

Clear Rationale: The use of LREBG funds under directly aligned with our recovery efforts post-pandemic, addressing unfinished learning and learning loss, particularly in core subject areas. The rationale is to build and sustain professional capacity that directly impacts student outcomes by creating time and systems for collaborative planning and instructional alignment.

Alignment with Allowable Uses: The planned expenditures fall under allowable LREBG categories with the primarily focus on EL, SED, and Foster Youth, including: 1. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports 2. Extending instructional learning time 3. Providing integrated student supports to address barriers to learning

Specific Budget Allocations: LCAP expenditure tables will be updated to reflect the remaining LREBG funds allocated under Action 1.1, with clearly itemized costs for PLC facilitation, teacher collaboration time (including stipends or release time), instructional coaching, and professional development in ELA and math. These updates will improve fiscal transparency and demonstrate the strategic use of one-time funds.

Moving forward, the district is committed to ensuring that all actions funded through LREBG are clearly documented in alignment with statutory requirements, both in narrative and expenditure tables. This will include detailed implementation steps, intended outcomes, and metrics for evaluating the effectiveness of these actions, ensuring a transparent and strategic use of these critical resources.

Action 1.1
Meaningful engagement in school and learning, ensuring learning for all, was fully implemented as planned for math through district-wide PLC work and only partially implemented for ELA due to a lack of dedicated time in the district-wide and school professional learning calendars.

Action 1.2
Extended learning was fully implemented as planned district wide providing after-school tutoring fro our EL, SED, and Foster students.

Action 1.3
Academic and social-emotional supports were only partially implemented as planned due to a lack of elementary counseling staff and the need for more targeted personnel at each site to support English Learners (EL), socioeconomically disadvantaged (SED), and foster youth students demonstrating academic and social-emotional needs.

Action 1.4
Acceleration opportunities for court placed, SED, and Foster youth to get back on track to graduate were fully implemented as planned for these students who were credit deficent.

Action 1.5
Diagnostics for identifying learning gaps and providing appropriate interventions were fully implemented as planned, allowing for personalized action plans to support each student in progressing toward grade-level achievement and beyond.

Action 1.6
Additional supports for unduplicated students were fully implemented as planned, providing intervention classes for SED, EL, and foster youth to support academic improvement and help bring students to grade-level standards. While this action has been partially implemented, it has been significantly supported by Learning Recovery Emergency Block Grant (LREBG) funds. To date, these funds have not been fully expended and will continue to be used to sustain and expand the efforts under this action.

Action 1.7
Summer extended learning and credit recovery were fully implemented as planned by offering both remedial and enrichment classes during the summer, specifically targeting English Learners (EL), socioeconomically disadvantaged (SED), and foster students.

Action 1.8
Special Education Professional Learning Communities (PLCs) were only partially implemented as planned due to limited time dedicated to the initiative. Full implementation of PLCs typically takes 3 to 5 years to achieve significant, measurable results.

Action 1.9
Special Education Differentiated Assistance (DA) professional learning was fully implemented as planned, resulting in a significant decrease in suspension rates at Liberty High School, Ranchos Middle School, and Webster after the first year of implementation.

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.

Action 1.3
In Action 1.3, there was a $31,352.27 less in exenditures than projected at the budget adoption. This difference is attributed to the fact that GVUSD was unable to fill the elementary counselor position outlined in Action 1.3. The position became vacant in December and remained unfilled until the end of the 2024-2025 school year.

Action 1.5
In Action 1.5, there was an increase of $128,848.86 in expenditures compared to the amount projected at budget adoption. This difference is attributed to the district-wide purchase of the IXL Diagnostic Assessment. The diagnostic tool was purchased for several reasons: 1.Teachers requested a diagnostic assessment that accurately pinpoints students' academic levels. 2. Teachers expressed a need for an assessment that provides detailed skill-specific data. 3. Teachers identified the need for a consistent, district-wide formative assessment for grades K–12.

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

Action 1.1
GVUSD has seen strong growth in math achievement on NWEA assessments when comparing the 2023–2024 and 2024–2025 school years. Specifically, 65% of students met or exceeded their projected growth targets in math (24-25) which was an increase of 12% of students meeting their projected growth target from the prior year (23-24). This increase attributed to a focused effort on Professional Learning Communities (PLCs) across all grade levels. Through PLCs, teachers collaborated regularly to analyze student data, plan targeted lessons, and provide focused support, which collectively resulted in significant improvements in math performance. English Language Arts (ELA) scores during the same period, with only 52% of students meeting growth targets (24-25) which was an increase of 6% of students meeting their projected growth target from the prior year (23-24). This highlights a clear need to implement a similarly focused PLC approach for ELA instruction across grades TK–12. Recognizing this gap, GVUSD is prioritizing strengthening ELA instruction by enhancing teacher collaboration and promoting the use of effective, shared instructional strategies aligned to student needs. To further support improved outcomes in both math and ELA, GVUSD has strategically hired credentialed teachers across all grade spans, resulting in reduced class sizes and more opportunities for individualized student support. Moving forward, the district will continue to build on the successful PLC model used in math and apply those strategies to ELA with the goal of achieving greater than minimal growth, as reflected in the 2023–2024 CAASPP results. Overall, while math progress is strong and demonstrates the effectiveness of targeted professional collaboration, the district remains committed to accelerating ELA growth through focused implementation of proven instructional practices. Action 1.1 was somewhat successful based on the success in math and the need to get stronger results in ELA for the 2025-2026 school year.

Action 1.2
This action was effective in making progress toward the goal of improving academic achievement and engagement among English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. During the 2024–2025 school year, GVUSD implemented an after-school tutoring program across all school levels, resulting in participation from 270 students—162 at the elementary level, 46 at the middle school level, and 62 at the high school level. To support this program, stipends were provided to 8 elementary teachers, 2 middle school teachers, and 8 high school teachers. .Ranchos Middle School has hired a Student Relations Liaison for the 2025–2026 school year to strengthen school-to-home communication and ensure that EL, SED, and Foster Youth families have equitable access to this support.These certificated staff members delivered targeted academic support aligned with student needs. Acadience Reading Lab data indicated measurable growth in reading levels for the majority of participating elementary students, demonstrating the effectiveness of the instruction provided. When comparing the 2023 CAASPP data to the 2024 CAASPP data GVUSD saw little to no growth on distance from standard in ELA, math and science. ELA decreased by .1 DFS, math increased by .6 DFS and science maintained with no change in DFS when comparing the two years. GVUSD Graduation Rate saw minimal growth as well with a .4% increase from the 2023 school year to the 2024 school year. It is important to note that GVUSD carries a strong graudation rate annual with a 93.2% rate in 2024 .Overall, this action somewhat effective combined targeted academic interventions with relationship-based support systems, leading to measurable academic gains and improved student self-efficacy across the identified subgroups, but still desires more particpation at the Ranchos Middle School.

Action 1.3
This action has been effective in making progress toward the goal of increasing student engagement, attendance, and overall well-being. During the 2023–2024 school year, GVUSD expanded its academic and social-emotional support systems by maintaining secondary counselors, adding an elementary counselor, and enhancing services through the addition of a secondary student advocate in the 2024–2025 school year. These strategically placed roles were specifically designed to remove barriers to learning for the district's most vulnerable students. Through consistent outreach, counseling services, and case management, these support personnel provided individualized interventions and resources aimed at improving both academic outcomes and student mental health. When comparing CAASPP results from 2023 to 2024, GVUSD experienced minimal changes in Distance from Standard across ELA, mathematics, and science. ELA declined slightly by 0.1 points, mathematics improved by 0.6 points, and science showed no change. Graduation rates also reflected modest growth, increasing by 0.4% from 2023 to 2024. However, it is important to highlight that GVUSD continues to maintain a strong overall graduation rate, reaching 93.2% in 2024. The district did not see immediate success on the 2024 Dashboard in the areas of CAASPP performance and graduation rate, despite the increased focus on student engagement, attendance, and the wraparound support systems GVUSD has implemented. However, the correlation between enhanced support services and improved student mental health highlights the importance of continuing to invest in counseling and advocacy roles across the district. Moving forward, GVUSD will closely monitor student outcomes, as measured by CAASPP DFS and graduation rates, and will use this data to strengthen and refine support structures for at-risk student groups. Overall, this action has shown some effectiveness but requires ongoing refinement to maximize impact.

Action 1.4
This action is best described as partially effective. GVUSD's Educational Options program continued to serve some of the district's most at-risk students, with a specific focus on English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth. While the program maintained critical academic and social-emotional supports, student outcomes varied. In particular, the graduation rate for Educational Options declined from 81% in 2023 to 78% in 2024, highlighting the need for enhanced support systems and academic interventions for the targeted student groups. However, an important indicator of success is that the Educational Options site reported zero student suspensions over the past three years (2021–22, 2022–23, and 2023–24), demonstrating a safe, supportive, and inclusive learning

environment. This reflects the success of the school's focus on student engagement, relationship-building, and proactive behavioral support. In response to the decline in graduation outcomes, the district will strengthen systems of support through more strategic data monitoring, earlier intervention, and expanded opportunities for credit recovery and A–G course alignment. These refinements aim to ensure that EL, SED, and Foster Youth students are better supported academically while continuing to benefit from a positive and disruption-free school climate. Overall, this action has been somewhat effective, with the slight decline in the graduation rate balanced by a strong record of zero suspensions over a three-year period for the district's most vulnerable students.

Action 1.5
This action is best described as effective, with notable progress in Math achievement and the development of infrastructure for continued growth. The implementation of instructional platforms such as IXL, aligned with NWEA MAP assessments, has led to a 6% increase in the number of students meeting their projected growth targets in Math from 2023–2024 to 2024–2025. This growth demonstrates the effectiveness of an aligned, skills-based instructional approach in supporting student learning and academic acceleration. The integration of real-time, actionable data has empowered teachers to more precisely monitor student progress and adjust instruction accordingly. This shift has also positively impacted Professional Learning Community (PLC) collaboration, as teams are now using a shared set of metrics to analyze student performance, identify learning gaps, and implement targeted interventions. The strategic use of these platforms has fostered more focused, data-driven instruction across grade levels, especially in Mathematics. CAASPP Math scores, however, remain relatively unchanged, with only a 0.6 DFS growth from 2023 to 2024. While these state-level results show minimal movement, the district's NWEA MAP Math data reflects statistically significant growth, with a 6.2% increase in students meeting their projected growth targets between the two prior years. In English Language Arts (ELA), similar growth has not yet been observed in CAASPP performance, with a 0.1 DFS decrease across all grade levels in 2024. However, NWEA MAP data indicates positive momentum, showing an 8.9% increase in the number of students meeting their projected growth from 2023–2024 to 2024–2025. Moving forward, additional efforts will be required to extend these instructional benefits across all content areas. The district recognizes the need to apply this successful model more broadly by ensuring that all educators are supported in leveraging data tools for differentiated instruction. Overall, the implementation of these tools is building a strong foundation for systemic improvement, and continued professional development and support will be key to expanding the effectiveness of this action beyond Mathematics.

Action 1.6
This action is considered somewhat effective. During the 2024–2025 school year, GVUSD continued to provide targeted interventions and support classes in English Language Arts (ELA) and Math for Socioeconomically Disadvantaged (SED) students, Foster Youth, and English Learners (EL) at all comprehensive school sites. These supports—including Reading Labs, the deployment model at elementary schools, and co-lab models at Ranchos Middle School and Liberty High School—were strategically implemented to address learning gaps and support academic growth. As a result of these efforts, the district experienced a 6% increase in the number of students meeting their growth targets in NWEA Reading from 2023–2024 to 2024–2025, signaling meaningful gains in literacy. On the CAASPP ELA assessment, SED students showed only a 0.9 DFS increase from 2023 to 2024, indicating limited improvement. However, GVUSD has seen stronger success on the California Dashboard, with a 48% increase in A-G completion rates for SED students over the past two years and a 3.7% increase in SED students completing CTE pathways. Additionally, targeted work led to a 6-point DFS increase in Math on the 2024 CAASPP assessment for SED students. For Students with Disabilities (SWD), CAASPP scores remained relatively unchanged, with no growth in Math and a 1.7 DFS decrease in ELA in 2024. The CA Dashboard also reflected a 13% decrease in SWD performance. Despite this, the district achieved a 45% increase in the graduation rate for SWD students between 2023 and 2024. SWD will remain a priority group for GVUSD.

While early intervention efforts have not yet shown broad success, ongoing Differentiated Assistance (DA) work and partnership with MCSOS are expected to drive stronger growth through a systematic approach to the challenges faced by SWD in GVUSD. For English Learners (EL), outcomes were more concerning. EL students declined by 18.4 DFS in ELA and 21.8 DFS in Math on the 2024 CAASPP. Graduation, A-G completion, and CTE pathway data were not statistically significant due to low enrollment numbers. To address these challenges, GVUSD has partnered with MCSOS to evaluate and strengthen EL programs, with a particular focus on enhancing supports for Long-Term English Learners (LTELs). This collaboration has provided an opportunity to review and revise EL policies and procedures districtwide, which is expected to lead to improved academic performance. Overall, these results highlight the effectiveness of adaptive instructional tools and targeted supports, while also pointing to the need for stronger growth among EL, SED, and Foster Youth on CAASPP, A-G completion, CTE pathway completion, and graduation rates. Staff recognize that additional teacher training and resources are critical before this action can be considered highly effective.

Action 1.7
This action is considered somewhat effective. GVUSD provided extended learning opportunities for students in grades K–6 through a well-attended summer enrichment program, which emphasized STEM activities and GATE/High Achieving academic experiences. The program was designed to mitigate learning loss, extend learning beyond the regular school year, and engage students—particularly those identified as Socioeconomically Disadvantaged (SED)—in hands-on, meaningful instruction. The effectiveness of this action is evidenced by both strong student enrollment and positive academic outcomes. Among SED students, English Language Arts (ELA) performance improved by 5.7 points, and Math scores saw a modest gain of 0.9 points in Distance from Standard (DFS) on the CAASPP assessments. These gains suggest that the summer enrichment program contributed to sustained and even accelerated progress, particularly in ELA. Further, the district's overall graduation rate remained strong at 90.7%, while the College/Career Indicator (CCI) for SED students rose by 6.9 percentage points, reaching 36.1% on the California School Dashboard. This upward trend indicates that students who participate in extended learning programs for the high school are remaining on track for high school completion and postsecondary readiness. Staff recognizes that stronger growth for EL, SED, and Foster Youth needs to be achieved on NWEA and CAASPP testing before this action is considered highly effective.

Action 1.8
This action is considered somewhat effective. Golden Valley USD has initiated and developed Special Education Professional Learning Communities (PLCs) with the goal of improving academic achievement and reducing chronic absenteeism among Students with Disabilities (SWD), with targeted efforts at Liberty High School and Webster Elementary. The PLC model has brought together district leadership—including the Director of Special Education and the Special Education Program Specialist—alongside site administrators, special education staff, and general education teachers to collaboratively identify essential academic standards in ELA and Math, align instructional strategies, and address individual student needs. While overall academic performance for SWD continues to lag behind districtwide outcomes—currently 91.8 points below standard in ELA and 121.7 points below standard in Math on the CAASPP—the district has observed positive movement in other key indicators, suggesting that the foundational structures being put in place through the PLC process are beginning to yield results. Most notably, the graduation rate for SWD improved significantly from 63.6% in 2022–2023 to 82.6% in 2023–2024, reflecting increased academic engagement and support at the secondary level. Additionally, chronic absenteeism among SWD has decreased from 18.8% to 11.9%, a 6.9% improvement, signaling that districtwide efforts to monitor and address attendance are making an impact. These gains in attendance and graduation rates reflect early success in improving student connectedness and reducing barriers to learning.

Action 1.9

This action is considered effective based on measurable improvements in student outcomes. During the 2023–2024 school year, Golden Valley USD implemented targeted supports and interventions aimed at reducing suspension rates among Students with Disabilities (SWD). As a result of these focused efforts, the district experienced a 3.6% decrease in SWD suspension rates on the California School Dashboard, signaling early progress in fostering more supportive, inclusive learning environments. At the site level, significant gains were observed: Webster Elementary School saw a 4.1% decrease in suspensions, and Liberty High School recorded a 5.9% decrease for SWD. These reductions reflect increased implementation of positive behavior supports, enhanced staff training, and a commitment to proactive, restorative practices across campuses. The district's multi-tiered systems of support (MTSS) framework and consistent collaboration through Special Education Professional Learning Communities (PLCs) have contributed to a stronger school culture and a clearer focus on meeting the behavioral and social-emotional needs of SWD. The alignment of expectations and supports across schools is helping reduce the reliance on exclusionary discipline. Moving forward, GVUSD will deepen the implementation of Positive Behavioral Interventions and Supports (PBIS), ensure consistency in site-level practices, and use real-time data monitoring to guide interventions and sustain progress. The district remains committed to building upon these gains and ensuring equitable access to safe and inclusive learning environments for all 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.

Action 1.1
Based on a comprehensive reflection of the action and analysis of multiple data sources—including the California Dashboard, NWEA assessment results, IXL usage data, and community survey feedback—GVUSD has identified a critical need to intensify its focus on student success in English Language Arts (ELA). While progress has been made in various academic areas, ELA outcomes revealed gaps that require targeted attention to ensure equitable growth across all student groups. In response, the district is adjusting its goals and action plans for the upcoming year by adding an additional Teacher on Special Assignment (TOSA) dedicated specifically to strengthening ELA instruction and student achievement. This strategic staffing increase is intended to provide focused instructional coaching, enhance curriculum alignment, and support the implementation of evidence-based ELA practices across all grade levels TK–12. Metrics for success will be expanded to include improved ELA growth targets measured through NWEA and CA Dashboard indicators, alongside ongoing monitoring of instructional fidelity through classroom observations and collaborative professional learning communities. By elevating the level of support and ensuring consistent, high-quality instruction in ELA, GVUSD aims to accelerate student achievement and close identified learning gaps.

Action 1.2
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 1.3
As part of this refined approach, GVUSD is adding three Student Relations Liaisons at Webster Elementary, Sierra View Elementary, and Ranchos Middle School to provide targeted, site-based support focused on student engagement, attendance, and social-emotional wellness. Additionally, an Assistant Principal position will be added at Stone Creek Elementary to strengthen administrative leadership and further support student success. This strategic adjustment is designed to strengthen the planning and delivery of SEL services and to better align

resources with student needs across all school sites. Metrics for success will include increased availability of SEL services, improved student engagement and attendance rates, and positive outcomes on climate and culture surveys reflecting student well-being. By implementing this comprehensive staffing plan, GVUSD aims to build a more proactive and responsive system of supports that promotes a safe, inclusive, and supportive learning environment for all students.

Action 1.4
Based on reflections on this action and the ongoing commitment to enhance college and career readiness for all students, GVUSD is adjusting the Educational Options program for the 2025–2026 school year by adding a new Career Technical Education (CTE) pathway. This addition will provide students with access to the CTE Building Pathways curriculum, designed to equip them with practical skills and industry knowledge aligned to current workforce demands. This strategic change aims to broaden the opportunities available to Educational Options students, supporting their transition to postsecondary education and career pathways. Metrics to evaluate the effectiveness of this addition will include student enrollment in the new CTE pathway, course completion rates, and improved indicators of college and career readiness as measured by district assessments and the College/Career Indicator (CCI) on the California School Dashboard. By integrating this CTE pathway, GVUSD intends to strengthen the Educational Options program's capacity to meet diverse student needs and prepare them more effectively for future success.

Action 1.5
In response to ongoing reflections on the action and the identified need for earlier and more precise identification of learning challenges in our primary grades, GVUSD will adopt a new dyslexia screening tool for the 2025–2026 school year. This adjustment aims to enhance the district's diagnostic capabilities, enabling educators to more effectively identify students with dyslexia and other learning gaps at the earliest possible stage. The implementation of this screener will support targeted interventions and individualized instructional strategies, ultimately promoting improved literacy outcomes for students in grades K–3. Metrics to measure the effectiveness of this action will include the number of students screened, referral rates for further evaluation, and progress monitoring data reflecting student growth in foundational reading skills. By adopting this evidence-based diagnostic tool, GVUSD strengthens its commitment to early intervention, equity, and personalized support, ensuring that all students receive the resources they need to succeed academically.

Actions 1.6
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 1.7
Based on reflections from the action and a commitment to increasing access and equity, GVUSD is making a significant adjustment to its Summer School program by offering transportation for secondary students for the first time in district history. This change is intended to remove a major barrier to attendance—lack of reliable transportation—and to increase participation among students enrolled in credit recovery courses. The new transportation service is expected to positively impact attendance rates, leading to higher credit completion and improved graduation outcomes for secondary students. Metrics for success will include summer school attendance figures, credit recovery completion rates, and student feedback on access and support. By implementing this service, GVUSD demonstrates a proactive approach to addressing student needs and removing obstacles to academic success, thereby promoting greater equity and opportunity for all students..

Action 1.8

In response to reflections the action and the critical need to better support Students with Disabilities (SWD), GVUSD is adjusting its plan for the coming year by increasing staffing levels within Special Education. The district has added additional special education teachers, paraprofessionals, school psychologists, and speech pathologists to address high caseloads and ensure students receive timely, individualized support.This staffing increase is designed to reduce the student-to-staff ratio, enhance the quality and frequency of specialized instruction and related services, and improve compliance with Individualized Education Program (IEP) mandates. Metrics for success will include improved student outcomes on CAASPP and NWEA assessments, reductions in chronic absenteeism and suspension rates for SWD, and positive feedback from families and educators on the adequacy of services provided. By making these strategic staffing adjustments, GVUSD aims to promote more equitable access to education, foster meaningful progress toward academic and social-emotional goals, and create a supportive learning environment tailored to the unique needs of SWD.

Action 1.9
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

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	Meaningful engagement in school and learning, ensuring learning for ALL.	1.1 Teachers will revise and follow pacing guides ensuring alignment to essential standards and state and local assessments. 1.2 Teachers will continually monitor their impact on student learning through the cycle of inquiry/improvement process. 1.3 Provide extracurricular and cocurricular activities for students that promote achievement and create well rounded individuals	$10,333,206.00	No
1.2	Extended Learning for Students.	After school tutoring will be provided for our EL, SED, and Foster students. This initiative includes stipends for seven elementary teachers, one middle school teacher, and eight high school teachers to deliver these services to our students with the intent to close the learning gaps on CAASPP and NWEA.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Academic & Social Emotional Support	Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically: Foster Youth Suspension Rate at the district level, FY Suspension Rate at Liberty High School, SED Chronic Absenteeism and Suspension Rate at Webster Elementary, and SED Suspension Rate at Ranchos Middle School. Maintain/Improve counseling services to improve our Chronic Absenteeism and Suspension rates for FY and SED students. This action will pay for student advocates and an elementary behavioral counselor.	$330,000.00	Yes
1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Addtional staff to support Educational Options Students. This action will fund staffing above what is the minimum requirement by education code and our collective bargaining agreement: This includes a full-time principal and seven full-time teachers assigned to Educational Options: 2 FTE at Independence, 1 FTE at Lincoln, 1.5 FTE at Centennial, 0.5 FTE at Golden Valley Adult School, 2 FTE at Freedom, and 1 FTE at Valley Children's. We also have two six-hour paraprofessionals assigned to Educational Options to provide additional support to our students. Additionally, we will purchase credit recovery curriculum (Edgenuity) to help students get back on track to graduate. $32,000 will be spent on Edgenuity for the 2025-2026 school year. At Educational Options, we supported 37 credit-deficient students in the fall, and this number increased to 48 students in the spring semester.	$847,000.00	Yes
1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Purchase and support for Parsec, NWEA Assessments, IXL and Acadience assessments and data. IXL is a diagnostic platform that can assess students' academic achievement level in the areas of Math and English Language Arts. This computer adaptive assessment aligns with our current district assessment NWEA to provide support for students and teachers. When using both the	$149,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		results from the NWEA and IXL assessments, the program creates a personalized action plan for each student to help them grow towards grade level achievement and beyond.		
1.6	Additional Supports for unduplicated students.	Provide Intervention classes for SED, EL and Foster Youth for academic improvement in order to bring students to grade level standard. This action will pay for staffing (teachers and paraprofessionals and bilingual paraprofessionals) in our intervention classes or those supporting students in general education classes.	$1,153,865.00	Yes
1.7	Summer Extended Learning and Credit Recovery	Remedial and Enrichment classes during summer. A review of Smarter Balanced Assessments in ELA and Math indicates that the academic achievement of English Learners (EL), Foster Youth (FY), and Low-Income (SED) students needs to be improved compared to the all-student group. Our graduation rate for SED students is lower than the graduation rate for all students. SBAC ELA All students: 8.1 above standard EL DFS: -53.6 SED DFS: -15.7 Hispanic DFS: -6.9 SWD DFS: -91.8 White DFS: 1.2 SBAC Math All Students: -23.7 below standard EL DFS: -80.2 SED DFS: -50.0 Hispanic DFS: -41.4 SWD DFS: -121.7 White DFS: -3.0	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Data Source: CA Dashboard Year: 2024 Graduation Rate All Students: 93.2% SED: 90.7% FY/EL: statistically too few to report Data Source: CA Dashboard Year: 2024 Based on a local needs assessment, it is evident that providing these student groups with additional time and opportunities to complete coursework, review skills, and master grade-level standards would be instrumental in addressing their academic needs and fostering success. Parents have indicated that to support EL, FY, and SED students, additional academic opportunities outside of the traditional school year are necessary for skill development. Provide summer school for students falling behind in credits and opportunities for more time for EL, SED and FY to master grade level standards. Provide enrichment/acceleration opportunities for GATE/High Achieving students to ensure our students, particularly SED students, have this opportunity to pursue higher level learning. STEM based enrichment supplies will be purchased for the purpose of enrichment at the elementary level (funded through ELOP). Metrics:		

Action #	Title	Description	Total Funds	Contributing
		ELA and Math Summer School Local Assessments for EL, FY, SED and all students ELA and Math SBAC distance from standard for EL, FY, SED and all students Graduation Rates Colleg/Career Rates The expensditures for this action will be included in Goal 1, Action 1.		
1.8	Special Education Professional Learning Communities	Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically, the SWD ELA & Math performance at the district level, Liberty High School and Webster Elementary School. We believe this action will also help support our SWD Chronic Absenteeism Rate at Webster Elementary School. The CA Dashboard and local indicators show that SWD are Red for both ELA and Math District-wide, at Liberty High School and at Webster Elementary School. SWD Chronic Absenteeism was also Red for Webster Elementary School. Golden Valley will be working with district administration, special education, department , site administration and special education teachers at all sites to plan, implement, support, and monitor the PLC process. Professional Learning Communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. In addition to this process of identifying specific skills for SWD, it will also pair special education teachers to work collaboratively with general education teachers to identify and support rigorous grade level standards for SWD. As our SWD become more successful in the classroom, these		No

Action #	Title	Description	Total Funds	Contributing
		students will enjoy coming to school more, improving attendance and thereby lowering chronic absenteeism rates. The expenditures for this action will be included in Goal 1, Action 1.		
1.9	Special Education Differentiated Assistance (DA) Professional Learning	Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically, the SWD Suspension Rates at the district level, Liberty High School, Ranchos Middle School and Webster Elementary School. A review of the California Dashboard shows that Suspension Rates for SWD are Red at Ranchos Middle School, Liberty High School and Webster Elementary School. Webster Elementary also has SWD in the Red for Chronic Absenteeism. The District is working with Madera County Superintendent Of Schools on analyzing suspension data for students with disabilities to determine a root cause. The intent is to then turn this information into actionable steps that will be included in future LCAPs. The expenditures for this action are covered under Goal 1, Action 1.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

GVUSD believes, and research supports that students need rigor and relevance in their curriculum. Students who are provided with a rigorous and relevant/interesting curriculum are more engaged and learn at a higher level. In addition, well designed and focused curriculum will be essential in closing achievement gaps. With an increasing number of Students with Disabilities, English Learners and Socio Economically disadvantaged students GVUSD is committed to providing the best first instruction for all students and their circumstances. This approach includes full implementation of common core state standards, ELD standards and a broad course of study. English proficiency for all students, well aligned math curriculum and access to literature and resource materials to keep kids engaged and learning at a high level.GVUSD strength is with our focus with math and accelerated math pathways for K-12. We see challenges within ELA do to lack of focus in the PLC proces.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Access to standards-aligned curriculum & materials.	100% Data Source: Local Indicator Report 2024	100% Data Source: Local Indicator Report 2027		100% Data Source: Local Indicator Report 2027	Maintained Data Source: Local Indicator Report 2024 & 2025
2.2	Implementation of State Standards	NGSS - Fully Implemented ELD - Initial Implementation;	NGSS - Fully Implemented ELD - Initial Implementation;		NGSS- Fully Implemented ELD - Fully Implemented	NGSS - Fully Implemented ELD - Initial Implementation;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Working to improve implementation with fidelity All existing CCSS have been implemented Data Source: Dashboard Implementation Rubric Year: 2024	Working to improve implementation with fidelity All existing CCSS have been implemented Data Source: Dashboard Implementation Rubric Year 2025		CCSS - Fully Implemented Data Source: Dashboard Implementation Rubric Year: 2027	Working to improve implementation with fidelity All existing CCSS have been implemented Data Source: Dashboard Implementation Rubric
2.3	School Attendance Rate	95.34% Data Source: AERIES Year: 23-24	95.14% Data Source: AERIES Year: 24-25		97% Data Source: AERIES Year: 26-27	Decreased by .2% Data Source: AERIES Year: 23-24 & 24-25
2.4	Chronic Absenteeism Rate	All Students: 8.8% EL: 10.3% Foster Youth: 26.3% Homeless: 23.1% SED: 13.6% SWD: 18.7% African Am.: 3.3% Asian: 4.1% Hispanic: 11.3% White: 6.8% Data Source: CA Dashboard	All Students: 6% EL:7.6% Foster Youth: 13% Homeless: 0% SED: 9.7% SWD: 11.9% African Am.: 4.7% Asian: 3.1% Hispanic: 7.9% White: 4.0% LTEL: 18.2% Two or More Race: 5%		All Students: 4% EL: 4% Foster Youth: 4% Homeless: 4% SED: 4% SWD: 4% African Am.: 3% Asian: 3% Hispanic: 4% White: 4% LTEL: 4% Two or More Race:4%	All Students: Decreased by 2.8% EL: Decreased by 2.7% Foster Youth: Decreased by 13.3% Homeless: Decreased by 23.1% SED: Decreased by 3.9% SWD: Decreased by 6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year: 2023-2024	Data Source: CA Dashboard Year: 2024-2025		Data Source: CA Dashboard Year:2026	African Am.: Increased by 1.4% Asian: Decreased by 1% Hispanic:Decreased by 3.4% White: Decreased by 2.8% LTEL: Baseline 2024-2025 Two or More Race:Baseline 2024-2025 Data Source: CA Dashboard Year:2023-2024 & 2024-2025
2.5	Middle School Drop-out Rate	0% Data Source: CALPADS Report 8.1c Year: 2022-23	0% Data Source: CALPADS Report 8.1c Year: 2023-2024 8.1c		0% Data Source: CALPADS Report 8.1c Year: 2025-26	0% Data Source: CALPADS Report 8.1c Year: 2022-2023 & 2023-2024
2.6	High School Drop-out Rate	7.2% Data Source: DataQuest - Four Year Adjusted Cohort Outcome Year: 2022-23	6.8% Data Source: DataQuest - Four Year Adjusted Cohort Outcome Year: 2024-25		3% Data Source: DataQuest - Four Year Adjusted Cohort Outcome Year: 2025-26	Decreased . 4% Data Source: DataQuest - Four Year Adjusted Cohort Outcome Year: 2023-2024 & 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Student access to broad course of study.	Maintain or increase: AP course enrollment: 219 AP courses offered: 11 CTE Course Enrollment: 590 UC/CSU Required Course Enrollment Rate: 99% Dual Enrollment Courses offered: 6 Dual Enrollment Students Enrolled: 115 Data Source: AERIES Year: 2022-23	Maintain or increase: AP course enrollment: 329 AP courses offered: 13 CTE Course Enrollment: 724 UC/CSU Required Course Enrollment Rate: 99% Dual Enrollment Courses offered: 10 Dual Enrollment Students Enrolled: 191 Data Source: AERIES Year: 2023-2024		Maintain or increase: AP course enrollment: 219 AP courses offered: 11 CTE Course Enrollment: 590 UC/CSU Required Course Enrollment Rate: 99% Dual Enrollment Courses offered: 6 Dual Enrollment Students Enrolled: 115 Data Source: AERIES Year: 2025-26	Maintain or increase: AP course enrollment: Increased by 110 AP courses offered: Increased by 2 CTE Course Enrollment: Increased 134 UC/CSU Required Course Enrollment Rate: Maintain Dual Enrollment Courses offered: Increased by 4 Dual Enrollment Students Enrolled: Increased by 76 Data Source: AERIES Year: 2022-2023 & 2023-2024

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.

Overall, the district successfully implemented core educational services for all students, including English Learners, foster youth, and socioeconomically disadvantaged students, affirming GVUSD's commitment to equity, access, and academic excellence. However, full implementation of several planned actions under Goal #2 was hindered by a series of interconnected challenges that impacted consistency and depth of services across sites.

Staffing shortages were a significant barrier, particularly in specialized roles that are critical for supporting diverse student needs. These included vacancies in intervention, counseling, and library services, which in turn limited the district's ability to fully implement tiered support systems such as PBIS and MTSS. These frameworks require site-level leadership, trained personnel, and consistent follow-through—factors that were difficult to sustain without adequate staffing. This resulted in uneven implementation across school sites, with some campuses further along in building strong intervention structures than others.

Limited instructional time further compounded these challenges. Competing demands on the school schedule—particularly at the elementary level—left little room for targeted supports, enrichment, and intervention blocks. This directly impacted efforts to address the needs of both struggling students and accelerated learners, the latter of whom received less structured opportunities for academic challenge and extension than originally planned.

The district also faced challenges in supporting English Learners (ELs), particularly Long-Term English Learners (LTELs). Although identified as a focus subgroup, full implementation of supports for LTELs was limited due to the newness of this designation in the district's data practices, as well as a lack of comprehensive district-wide training on the English Language Development (ELD) standards. Teachers expressed a need for more clarity, tools, and time to differentiate instruction effectively for this subgroup. Without sustained professional development and a unified system for monitoring EL progress, it was difficult to provide consistent, high-quality support across classrooms and schools.

Additionally, access to instructional and library materials was disrupted by a prolonged vacancy in the library media technician position, which delayed the circulation of new materials and limited students' access to supplemental reading resources and research support. This gap was especially felt in schools that rely heavily on library services to promote literacy and independent reading habits.

Additional LREBG funds will also be used to expand support services through the hiring of an additional school psychologist and an elementary counselor, further strengthening our ability to meet the academic, social-emotional, and behavioral needs of students with disabilities under action 2.1. LREBG funds will be used to Identified site coordinators at each elementary school will receive additional support and resources to strengthen instructional practices, ensure equitable identification of GATE students, and enhance enrichment opportunities across the district, under action 2.4. LREBG funds will also be used to support the development and implementation of curriculum and intervention resources aligned to MTSS and PBIS. These funds will ensure staff have access to evidence-based materials, structured intervention supports, and professional development to strengthen academic, behavioral, and social-emotional outcomes for targeted student groups, under action 2.5.

Despite these challenges, the district made meaningful progress in identifying service gaps, gathering stakeholder input, and prioritizing equity in decision-making. The experiences of the past year have informed a strategic recalibration of actions and resource allocations for the upcoming year. In particular, the district plans to increase recruitment efforts for critical staff roles, restructure the professional learning calendar to embed ELD and MTSS training, and ensure accelerated learners have access to expanded enrichment opportunities. Furthermore, a renewed focus on systems-building will strengthen implementation fidelity across all sites, ensuring that all students—regardless of need or background—receive the support they deserve.

Action 2.1
Basic educational services were fully implemented as planned for all students, including English Learners (EL), socioeconomically disadvantaged (SED), and foster youth.

Action 2.2
English proficiency support for multilingual students was partially implemented as planned, but lacked a strong district-wide implementation of ELD standards.

Action 2.3
Access to literature and resource materials was only partially implemented as planned, due to the vacancy in the District Library Media Specialist position.

Action 2.4
The implementation of accelerated learner support was partially achieved as planned, due to limited time allocated for the initiative at school sites and a continued need for development at Ranchos Middle School.

Action 2.5
MTSS/PBIS implementation support was partially implemented as planned due to a lack of Pupil Services staffing for district-wide MTSS practices. Additionally, since all sites are only in their second year of PBIS implementation, more time is needed for full integration.

Action 2.6
LTEL supports have been partially implemented as planned due to LTELs being a new subgroup for GVUSD, and insufficient planning and professional development have occurred for our LTEL students.

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

No material differences in Goal #2

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

Action 2.1
The implementation of basic services in GVUSD has been largely effective in supporting student access, engagement, and success. All students were provided with the necessary technology, including Chromebooks and essential software, ensuring equitable access to digital learning tools across classrooms. GVUSD Technology Technicians provided consistent, high-quality support at all school sites, allowing for uninterrupted access to technology throughout the year. Career Technical Education (CTE) has reached its highest enrollment levels to date, with nearly a 20% increase in student participation over the past year. This growth reflects the district's success in aligning course offerings with student interests and workforce readiness. Students with disabilities (SWD) have continued to receive vital support services beyond

state and federal requirements through district investments. While academic outcomes on the California Dashboard remain an area of concern, progress is evident in improved attendance and a notable decline in suspension rates for this student group. The expansion of music and arts programs, supported by Proposition 28 funding, has been another success. With the addition of two full-time teaching positions, over 300 additional students in grades 2–12 have gained access to enriching visual and performing arts instruction for the 2024–25 school year. At the high school level, students now have access to a broader range of courses, contributing to higher attendance rates, increased A–G completion, and expanded participation in dual enrollment opportunities. Collectively, these actions have had a strong positive impact on student access, engagement, and opportunity, while also highlighting areas, such as academic growth for SWD, that require continued focus and support.

Action 2.2
To date, the actions taken to support English Learners (EL) have been only partially effective. Elementary teachers currently receive 1.5 hours per month to collaborate on reviewing ELD standards and student data, which has contributed to a positive reduction in EL absenteeism—from 10.3% in 2023 to 7.6% in 2024. However, academic growth for EL students remains a significant challenge. For English Learners (EL), outcomes were more concerning. EL students declined by 18.4 DFS in ELA and 21.8 DFS in Math on the 2024 CAASPP. Graduation, A-G completion, and CTE pathway data were not statistically significant due to low enrollment numbers. To address these challenges, GVUSD has partnered with MCSOS to evaluate and strengthen EL programs, with a particular focus on enhancing supports for Long-Term English Learners (LTELs). According to the 2024 Local Indicators Report, 100% of EL students have access to standards-based curriculum and materials. While the district has adopted ELD – Initial Implementation, GVUSD is still working to strengthen implementation with fidelity, as identified in the Dashboard Implementation Rubric. Teacher feedback from the DELAC meeting emphasized a strong need for more focused professional learning, specifically around ELD standards and effective integrated ELD strategies. Despite some progress in attendance, EL students continue to perform well below their peers across all academic areas. This gap underscores the need for expanded and more effective professional development, targeted instructional strategies, and sustained support to better meet the unique learning needs of EL students and improve their academic outcomes.

Action 2.3
The action steps for this goal were well-designed and effective in supporting library improvements and expanding access to literature for English Learners. Student access to standards-aligned curriculum and materials was maintained at 100% for the 2025 school year, and full implementation of state standards was achieved. However, ELD Initial Implementation remains an area of focus for GVUSD to improve fidelity of practice. In English Language Arts (ELA), similar growth has not yet been observed in CAASPP performance, with a 0.1 DFS decrease across all grade levels in 2024. However, NWEA MAP data indicates positive momentum, showing an 8.9% increase in the number of students meeting their projected growth from 2023–2024 to 2024–2025. These results have been affected by the vacancy of the District Library Media Specialist, which significantly hindered progress. Without dedicated leadership and expertise to oversee library services, allocated funds were underutilized, and the planned benefits for students were limited. The primary barrier to success was the lack of staffing rather than deficiencies in the action steps themselves. Addressing this staffing challenge will be essential to fully realizing the intended goals moving forward.

Action 2.4
This action has been effective in supporting gifted and talented students, as demonstrated by positive parent feedback and measurable growth in student participation. Parent surveys indicate increased satisfaction with the identification process, reflecting improved communication and transparency. In the 2024–25 school year, the newly implemented GATE program successfully engaged 91 students in

its first year. Additionally, there has been a notable 40% increase in student participation in Dual Enrollment courses at the high school level, further highlighting expanded opportunities for advanced learners. The GATE Professional Learning Community (PLC), led by the Director of Curriculum, Instruction, and Assessment, played a critical role in aligning program expectations and implementing a new assessment tool. This has improved consistency across sites and enhanced support for gifted students, contributing to the program's overall success.

Action 2.5
The district's targeted strategies through MTSS and PBIS have been effective in supporting our lowest-performing student groups, particularly in reducing suspension rates among Foster Youth districtwide and Socioeconomically Disadvantaged students at Ranchos Middle School (RMS) and Webster Elementary. According to the 2023–2024 CA Dashboard data, RMS achieved green status for suspensions across all subgroups and schoolwide, along with a 3% decrease in chronic absenteeism. Webster Elementary also earned green status with a suspension rate of 1.8% and chronic absenteeism at 9.7%. Districtwide, additional positive trends further validate the effectiveness of this action. From 2023 to 2024, overall absenteeism declined by 2.8%, while the attendance rate experienced only a slight 0.2% decline. The dropout rate decreased by 0.4%, and the suspension rate decreased by 0.9%. In terms of academics, CAASPP results remained stable, with a 0.1% DFS increase in ELA and a 0.6% DFS increase in Math, demonstrating maintained performance. Moreover, the EL reclassification rate increased by 1.4%, reflecting targeted progress for English Learners. These outcomes demonstrate moderate progress and success in meeting the goals of this action by reducing exclusionary discipline practices, addressing chronic absenteeism, and supporting academic growth across multiple student groups through our MTSS and PBIS policies and pracrtices.

Action 2.6
The actions taken to strengthen language acquisition programs for Long-Term English Learners (LTEL) have shown early effectiveness. By funding a Teacher on Special Assignment (TOSA) to provide targeted instructional coaching and support, GVUSD has seen positive outcomes, including 21 LTEL students reclassifying from ELD placement—an increase of 7 students compared to the previous year. Additionally, the district is actively collaborating with the Madera County Superintendent of Schools through the Differentiated Associates model to analyze challenges and develop effective strategies. This ongoing partnership will help refine and strengthen support for LTEL students in the 2025–2026 school year and beyond.

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.

Action 2.1
Based on reflection and stakeholder feedback from site administrators, student surveys, new state requirements, and staffing data, several strategic changes have been made to strengthen this goal for the 2025–2026 school year. GVUSD will purchase and implement a dyslexia screener to better identify and support students with reading difficulties. In response to student interest and labor market trends, three new Career Technical Education (CTE) pathways—Building Trades at Educational Options ,Fashion Design, and Culinary Arts at Liberty High School—will be launched, aligning instructional offerings with student voice and postsecondary readiness. To meet the demands of increasing enrollment and to ensure quality support services, GVUSD has expanded staffing by hiring additional school psychologists, nurses, speech pathologists, teachers, and paraprofessionals, which will help lower caseloads and improve service delivery. Furthermore, in alignment with Proposition 28, two new elementary art teachers have been hired, which will expand access to arts instruction for an

additional 300 students and strengthen enrichment opportunities districtwide. Finally, in support of a robust secondary course of study, GVUSD will allocate additional FTEs at both Liberty High School and Educational Options to support the new CTE offerings. These refinements reflect the district's commitment to continuous improvement and responsiveness to the needs of students, families, and staff.

Action 2.2
Reflections on prior practice, including CA Dashboard data and teacher feedback, clearly indicate that English Learner (EL) students continue to perform significantly below their peers in all academic areas. In response to this persistent achievement gap, GVUSD has revised its actions for the upcoming year by allocating an additional Teacher on Special Assignment (TOSA) to specifically support the implementation of targeted, research-based ELD strategies. This change is designed to strengthen instructional capacity across the district by providing teachers with increased access to professional learning, coaching, and real-time support aligned with ELD standards. The expanded TOSA team will focus on improving lesson design, integrated and designated ELD practices, and formative assessment use to more effectively meet the diverse needs of EL students. These adjustments represent a strategic shift to ensure that instructional practices are better aligned with the academic and language development needs of our English Learners.

Action 2.3
Based on reflections from the prior year, GVUSD has revised and modified the job description associated with this action to better align with the specific support and expertise needed to improve access to library services and resource materials. Despite dedicated efforts, the district was unable to fill the Library Media Specialist position, which significantly hindered implementation and led to a large portion of allocated funds remaining unspent. To address this, GVUSD will implement a more targeted recruitment strategy aimed at attracting a qualified candidate for the 2025–2026 school year. Additionally, efforts will be made to ensure that aligned literature and resource materials are purchased and distributed as originally intended once properly staffed.

Action 2.4
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 2.5
Reflections on prior practice and a review of site-level chronic absenteeism data revealed the need for increased student support and supervision to improve daily attendance and school connectedness. For the 2025–2026 school year, GVUSD is expanding staffing at targeted school sites based on needs identified through data and stakeholder input. Webster Elementary, Sierra View Elementary, and Ranchos Middle School will each receive an additional Student Relations Liaison to help address barriers to attendance, support student well-being, and improve campus engagement. Additionally, Stone Creek Elementary will receive an additional Assistant Principal to strengthen leadership capacity around school climate and support strategies. These changes are directly aligned to reducing chronic absenteeism rates and promoting positive student outcomes districtwide.

Action 2.6
Based on an analysis of CA Dashboard data and internal progress monitoring, GVUSD identified the need to deepen support for Long-Term English Learners (LTELs), whose academic performance continues to lag significantly behind that of their peers. In 2024, the CA Dashboard reported an increase in chronic absenteeism by 7.1%, reaching 18.2%, and a suspension rate increase of 5.8%, rising to 9.6% for LTELs. Additionally, the reclassification rate decreased by 2.4%, with only 53.6% of LTELs making progress toward English proficiency. ELA and Math outcomes were not reported due to student population size. This data establishes a baseline for LTELs on the 2024 Dashboard and

represents only moderate success, highlighting the urgent need for more targeted supports. In response, GVUSD will continue its collaboration with the Madera County Superintendent of Schools (MCSOS) through the Differentiated Assistance process to identify and address the root causes of LTEL underperformance.For the 2025–2026 school year, GVUSD is adding an additional Teacher on Special Assignment (TOSA) focused specifically on LTEL support. This TOSA will provide targeted coaching to classroom teachers on best practices for integrated and designated ELD instruction, lesson design, and student engagement strategies that address the unique needs of LTELs. The key metric for evaluating the impact of this action will be the reclassification rate of English Learners, with the goal of increasing the number of students meeting reclassification criteria while also improving overall academic outcomes for this subgroup.

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	Basic Educational Services	2.1.1 Maintain & Add Instructional Technology to support student learning. • Provide software and adequate time for keyboarding skills to be taught and practiced in elementary Schools. • Chromebook replacement • Technology Technicians 2.1.2 Continue to offer (and expand when possible) ROP/CTE/Vocational Education courses in order to provide more relevant course offerings and to better prepare our students for college and career. This action is intended to fund beyond the funding provided by the Federal and State Governments: • CTE teachers • CTE equipment and supplies 2.1.3 Provide services to students with disabilities (SWD) on Individual Education Plans (IEPs) or who qualify for special education services. This action is intended to fund beyond the funding provided by the Federal and State Governments: Services including Resource Specialist Program (RSP), Special Day Class (SDC), Speech, and Adult Transition Program. • SLPs • Psychologists • Teachers	$9,750,411.00	No

Action #	Title	Description	Total Funds	Contributing
		• Paraprofessionals • Materials & Supplies • Accommodations and Special Education related services 2.1.4 Broad Course of Study (Music & Arts) Continue to improve music program. • Expand/Enhance elementary music • Adjust music offerings in MS/HS to increase student participation This action will Increase access to Arts Education by adding: • Drama stipends • Elementary Art Teacher • Additional shared music teacher It is intended that these additions will funded from Prop 28 funding and will provide greater access to a broad course of study for Elementary students (including EL, SWD, SED and FY). 2.1.5 Broad Course of Study (Electives) Expand elective opportunities for students as funding allows. -Increase to 7 periods to allow for EL, SWD and SED students to have greater access to a additional elective -survey students to find interests for additional electives This action will provide for prep-buy outs, supplies and other instructional needs as we seek to provide more elective offerings to our middle and high school students.		
2.2	English proficiency for multi-lingual students.	Provide time for teachers to collaborate, analyze English Language Development (ELD) data, and plan instruction to close learning gaps. This action pays for elementary teachers to use 1.5 hours per month during the early release time for each of the 62 elementary teachers to plan and provide additional ELD supports to improve academic progress for EL students.	$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Access to literature and resource materials.	Maintain Library budget to increase access to literature and resource materials for EL, SED and Foster youth students who may not otherwise have access outside of school. These are over and above our core books and materials. • Provide books/materials in languages other than English • Purchase databases and online resources available in multiple languages • Purchase audio books	$115,000.00	Yes
2.4	Accelerated Learner Support	Coordinators at each elementary site to identify and support students who need GATE services. This action will include stipends for GATE Coordiators, supplies, and a diagnostic assessment. Parents have indicated in community meetings and district surveys that students would benefit significantly from a Gifted and Talented Program at each elementary site in GVUSD. This program will be focused on individuals who demonstrate outstanding levels of aptitude, competence in one or more domains. Domains include any structured area of activity with its own symbol system and/or set of sensorimotor skills. Students who are identified through the district GATE assessment, along with other measures including state assessment, and teacher documentation will receive focused instruction based on enrichment and extension Golden Valley Unified will support by providing training and teacher collaboration with the identified coordinators at each elementary site. Elementary sites will work with their leadership teams to plan and implement their own GATE program according to the needs of the community and the students at that site. Funding for this action will be included in Goal 2, Action 1.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	MTSS/PBIS Implementation Support	Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically, FY Suspension Rate at the district level and SED Suspension Rates for Ranchos Middle School and Webster Elementary. This action will pay for administrative support for school sites in developing and implementing Multi-Tiered Systems of Support and Positive Behavior Intervention Systems to better support our EL, FY and SED students.	$80,000.00	Yes
2.6	LTEL Support	GVUSD has a numerically significant LTELs pupil subgroup (at least 15) and supports will be provided to strengthen language acquisition programs specific to LTELs. This action is intended to increase support for Long Term English Learners (LTEL). The action will pay for a Teacher on Special Assignment (TOSA) to provide instructional coaching to teachers serving LTEL students.	$73,085.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool Data	All Sites Exemplary Rating Data Source: FIT Report Year: 2023	All Sites Exemplary Rating Data Source: FIT Report Year: 2024		All Sites Exemplary Rating Data Source: FIT Report Year: 2026	Maintained Data Source: FIT Report Year: 2023 & 2024
3.2	Suspension Rate	All Students: 3.7% EL: 1.6% Foster Youth; 16.4% Homeless: 10% SED: 5.6% SWD: 7.8% African Am.: 1.9% Asian: 1.9%	All Students: 2.8% EL: 3.8% Foster Youth; 10.8% Homeless: 4.5% SED: 4.0% SWD: 4.1% African Am.: 7.9%		All Students: 2% EL: 1% Foster Youth; 2% Homeless: 2% SED: 2% SWD: 2% African Am.: 1% Asian: 1%	All Students: Decreased by .9% EL: Increased by 2.2% Foster Youth; Decreased by 5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 4.6% White: 2.6% Data Source: CA Dashboard Year: 2023	Asian: 2.9% Hispanic: 2.9% White: 2.4% LTEL: 9.6% Data Source: CA Dashboard Year: 2024		Hispanic: 2% White: 2% LTEL: 2% Data Source: CA Dashboard Year: 2026	Homeless: Decreased 5.5% SED: Decreased by 1.6% SWD: Decreased by 3.7% African Am.: Increased by 6% Asian: Increased by 1% Hispanic: Deceased by 1.7% White: Decreased by .2% LTEL: NA Data Source: CA Dashboard Year: 2023 & 2024
3.3	Expulsion Rate	0% Data Source: DataQuest Year: 2022-23	0% Data Source: DataQuest Year: 2023-2024		0% Data Source: DataQuest Year: 2025-26	Maintained Data Source: DataQuest Year: 2025-26
3.4	Student Survey Data	Like coming to school 72% Feel safe at school 85% Discipline is fair and consistent 81.4%	Like coming to school 45.4% Feel safe at school 69.9% Discipline is fair and consistent NA		Like coming to school: 90% Feel Safe at School: 95% Discipline is fair and consistent: 95%	Like coming to school: Decreased by 26.6% Feel safe at school: Decreased by 15.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students treat each other with respect 66% My teacher helps me learn 89% My school is kept clean and in good condition 58.4% My school is a pleasant place where I can be successful 87.9 Data Source: District Survey Year 2023	Students treat each other with respect 38% My teacher helps me learn 88.5% My school is kept clean and in good condition 56.8% My school is a pleasant place where I can be successful 68.3% Data Source: District Survey Year 2024		Students treat each other with respect: 90% My teacher helps me learn: 99% My school is kept clean and in good condition: 99% My school is a pleasant place where I can be successful: 95% Data Source: District Survey Year 2026	Discipline is fair and consistent (Q: Not Given 23-24) Students treat each other with respect Decreased by 28% My teacher helps me learn: Decreased by .5% My school is kept clean and in good condition Decreased by 1.6% My school is a pleasant place where I can be successful Decreased by 19.6% Data Source: District Survey Year 2023 & 2024
3.5	Teacher Assignment	Clear 83.5% Data Source: Data Quest Year: 22-23	Clear 79.9% Data Source: Data Quest Year: 23-24		"Clear" 95% Data Source: Data Quest Year: 25-26	Decreased by 3.6% Data Source: Data Quest Year: 22-23 & 24-25

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.

Overall implementation of efforts to support student learning environments and instructional quality under Goal #3 has been mixed, reflecting both notable successes and areas requiring continued attention. One of the most consistent achievements has been the maintenance of clean, orderly, and well-equipped classrooms, thanks to fully staffed custodial teams. Their work has played a vital role in promoting a positive, distraction-free learning environment and contributing to staff morale and student well-being.

However, broader efforts to maintain safe, accessible, and aesthetically welcoming outdoor and campus spaces have encountered significant challenges. Persistent staffing shortages in maintenance and groundskeeping positions have delayed or limited the district's ability to complete necessary repairs, beautification efforts, and proactive upkeep. As a result, some campuses have experienced inconsistencies in the quality of outdoor spaces, including playgrounds, fields, and common areas—environments that are essential not just for physical safety, but also for student engagement, pride in school, and equitable access to extracurricular activities.

On the instructional side, progress has been made in supporting historically underserved student groups, such as English Learners, foster youth, and socioeconomically disadvantaged students. However, full implementation has been hindered by several key factors. A district-wide need for sustained, high-quality professional development has emerged as a central challenge. In particular, there is a pressing gap in teacher training on English Language Development (ELD) standards, especially in how to deliver integrated and designated ELD instruction within the general education classroom. Without comprehensive, ongoing support in this area, instructional strategies for English Learners vary widely across sites, limiting consistent student progress—especially for Long-Term English Learners who require more targeted support.

Additionally, classroom management at the primary level has surfaced as an area in need of focused attention. Teachers in early grades are navigating increased behavioral and developmental needs among younger students, particularly in the wake of disrupted early learning experiences due to the pandemic. However, training and coaching in effective behavior management strategies—grounded in trauma-informed practices and social-emotional learning—has not yet been delivered at the scale or depth necessary to fully support staff across all elementary campuses. This has impacted the consistency of learning environments and, in some cases, contributed to lost instructional time.

LREBG funds will be used to provide targeted professional development, including Orton-Gillingham training, to strengthen instructional practices in literacy in action 3.2. This evidence-based approach will support early intervention in reading, address diverse learning needs, and ensure that teachers and paraprofessionals are equipped with strategies to improve outcomes for EL, Foster Youth, and SED students.

Despite these challenges, the district remains deeply committed to improving both the physical and instructional conditions of its learning environments. Plans are underway to address staffing gaps in maintenance and grounds through targeted recruitment and schedule adjustments. Simultaneously, the district is prioritizing a restructured professional development plan for the coming year that includes expanded training on ELD standards, classroom management, and inclusive instructional practices. These next steps are informed by site-level feedback, student outcome data, and reflection on lessons learned from this year's partial implementation. With continued focus and

strategic investments, the district aims to deliver on its vision of safe, well-maintained campuses and high-quality instruction that meets the needs of all learners.

Action 3.1
Safe and clean environments have been partially implemented as planned due to the GVUSD grounds team being understaffed as a result of multiple vacancies over the past few years. However, custodial support has been fully staffed, leading to strong success in maintaining clean classrooms.

Action 3.2
Effective teaching for our EL, Foster Youth, and SED students has been partially implemented as planned, reflecting a need for greater training in ELD standards district-wide for all teachers and paraprofessionals, as well as increased professional learning in classroom management for primary grades.

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

No material differences in Goal #3

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

Action 3.1
The actions taken to support safe and welcoming school environments have been largely effective. GVUSD received an Exemplary Rating on its annual inspection, affirming the district's commitment to maintaining high standards for safety and facilities. Additionally, student chronic absenteeism is rated Green on the California Dashboard, a strong indicator that students feel safe, supported, and engaged at school. However, while these metrics reflect overall success, student feedback from the annual Climate and Culture Survey revealed that only 56.8% of students agree that their school is kept clean and in good condition. This suggests that, despite strong performance on official inspections and attendance data, there may be site-level inconsistencies or differing student perceptions related to cleanliness and facility upkeep. This insight points to a need for deeper exploration into students' day-to-day experiences and may warrant adjustments to custodial support, student education around shared responsibility, or facilities maintenance schedules to address these concerns more directly.

Action 3.2
To date, actions aimed at improving instructional effectiveness have shown positive impact, particularly in the area of student perception. According to the most recent Climate and Culture Survey, 88.5% of students agreed with the statement, "My teacher helps me learn," indicating that students feel supported in their classrooms and that staff are fostering positive learning environments. However, despite this encouraging feedback, data from the 2023–2024 California Dashboard highlights ongoing disparities. For English Learners (EL), outcomes were more concerning: suspension rates increased by 2.2%, absenteeism decreased by 2.7%, CAASPP ELA declined by 18.4 DFS, and CAASPP Math declined by 21.8 DFS. For Socioeconomically Disadvantaged (SED) students, the data showed more promising trends, including a 1.6% decrease in suspension rate, a 3.9% decrease in absenteeism, a 5.7 DFS increase in CAASPP ELA, a 0.9% increase in

CAASPP Math, a 5.9% increase in College/Career Readiness, and a substantial 48% increase in A–G completion rates. While these results demonstrate important progress for SED students, they also underscore a persistent and widening achievement gap for ELs. This suggests that while the current actions have been effective in building relationships and promoting engagement, they have been less effective in closing academic performance gaps across all subgroups. To strengthen this action, additional professional learning is needed for teachers and paraprofessionals, with a focus on high-quality lesson design, effective classroom management, and full implementation of ELD standards. These targeted improvements will better equip staff to meet the diverse academic needs of all students and ensure more equitable outcomes districtwide.

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.

Action 3.1
Based on reflections from stakeholder feedback and survey data—specifically the Climate and Culture student survey, where only 56.8% of students agreed that their school is kept clean and in good condition—GVUSD has made key adjustments to actions for the 2025–2026 school year. Educational Services is working closely with the Maintenance, Operations, and Transportation Department to address site-specific safety and cleanliness needs. As a result, new projects include the installation of safety gates at Liberty High School, perimeter fencing at Webster Elementary, and the recent completion of a new playground at Sierra View Elementary—all initiated in response to community input. To further support these improvements, the district will hire additional custodial staff to enhance daily cleaning efforts and overall campus maintenance. Additionally, GVUSD will implement Year Three of its PBIS (Positive Behavioral Interventions and Supports) initiative to support a positive school climate and reinforce shared responsibility for maintaining safe and respectful learning environments. These updates aim to raise student perceptions of campus cleanliness and safety while strengthening community trust and engagement.

Action 3.2
As a result of limited progress in improving outcomes for English Learners, Foster Youth, and socioeconomically disadvantaged students—and in response to significant growth in overall student enrollment—GVUSD is adjusting its approach for the 2025–2026 school year. Specifically, the district will add an additional Teacher on Special Assignment (TOSA) to support professional learning focused on English Language Development (ELD) standards and high-quality lesson design. This change is directly informed by feedback from staff roundtables with the Superintendent, where teachers voiced a clear need for more targeted support in areas such as Professional Learning Communities (PLC) and Social-Emotional Learning (SEL). The addition of this TOSA is intended to build teacher capacity and more effectively address the academic and social-emotional needs of at-risk students. Metrics and outcomes for the coming year will be updated to reflect this expanded support structure and its anticipated impact on student achievement and engagement.

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	Safe & Clean Environments	3.1.1 Custodial and Grounds Services Provide custodial and grounds services that will provide a direct and indirect role in Golden Valley Unified's academic performance, student connectedness, and overall school climate. These services impact: Safety and cleanliness Positive school climate Support for student engagement Resource allocation Community perception Environmental impact 3.1.2 Maintenance & Repair of School Facilities Provide maintenance and repair of school facilities that will provide a direct and indirect role in Golden Valley Unified's academic performance, student connectedness, and overall school climate. These services impact: Safety and health Comfort and accessibility Positive learning environment Reduced disruptions Teacher morale and effectiveness Community perception and support	$9,804,721.00	No
3.2	Effective teaching for our EL, Foster Youth, and SED students	Professional Development for teachers to include (but not limited to): Student Focused Lesson Design Effective Classroom Management Implementation of ELD standards This action will pay for 0.25 FTE of an Instructional Coach.	$89,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	GVUSD Annual Parent Survey Data	I feel welcomed by staff at my school: 83.1% School informs me on what my student is expected to learn: 74.3% I am provided timely information about my student's progress: 80.7%	I feel welcomed by staff at my school: 84.1% School informs me on what my student is expected to learn: 75.2% I am provided timely information		I feel welcomed by staff at my school: 95% School informs me on what my student is expected to learn: 90% I am provided timely information	I feel welcomed by staff at my school: Increased by 1% School informs me on what my student is expected to learn: Increased by 1.1% I am provided timely information about my student's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Communication from my student's teacher(s) is helpful: 80.6% Teachers return my phone calls or emails in a timely manner. (within two days): 80.5% School website is complete & easy to use: 71.4% I have volunteered to help at school or on field trips: 66.5% I have attended school assemblies or programs during school or in the evening: 92.1% The school makes an effort to ensure all parents receive notices about meetings: 82.7% I have ample opportunities to become involved in school activities: 88.4%	about my student's progress: 80% Communication from my student's teacher(s) is helpful: NA Teachers return my phone calls or emails in a timely manner. (within two days): 82% School website is complete & easy to use: 73.4% I have volunteered to help at school or on field trips: 67.7% I have attended school assemblies or programs during school or in the evening: 92.7% The school makes an effort to ensure all parents receive notices about meetings: 83.8% I have ample opportunities to		about my student's progress: 90% Communication from my student's teacher(s) is helpful: 90% Teachers return my phone calls or emails in a timely manner. (within two days): 98% School website is complete & easy to use: 90% I have volunteered to help at school or on field trips: 85% I have attended school assemblies or programs during school or in the evening: 85% The school makes an effort to ensure all parents receive notices about meetings: 98% I have ample opportunities to become involved	progress: Decreased by .7% Communication from my student's teacher(s) is helpful: (Q not given 2024 Survey) Teachers return my phone calls or emails in a timely manner. (within two days): Decreased by 1.5% School website is complete & easy to use: Decreased by 2% I have volunteered to help at school or on field trips: Increased by 1.2% I have attended school assemblies or programs during school or in the evening: Increased by .6% The school makes an effort to ensure

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: GVUSD Parent Survey 2023	become involved in school activities: 86.2% Data Source:GVUSD Parent Survey 2024		in school activities:95% Data Source: GVUSD Parent Survey 2026	all parents receive notices about meetings: Increased 1.1% I have ample opportunities to become involved in school activities: Decreased by 1.8% GVUSD Parent Survey 2023 & 2024
4.2	Parent Local Engagement Indicator	Met Data Source: Local Inidcator 2023	Met Data Source: Local Inidcator 2024		Met Data Source: Local Inidcator 2026	Maintained Data Source: Local Inidcator 2023 & 2024

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.

Overall, the district has made strong progress in implementing its communication and family engagement strategies, successfully increasing parent involvement across district and site activities. The use of multiple communication channels—including ParentSquare, newsletters, social media, and multilingual outreach—has helped ensure that families receive timely and accessible information. This has contributed to a noticeable rise in participation at School Site Council meetings, English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), and Local Control and Accountability Plan (LCAP) stakeholder meetings.

The district's targeted efforts to reach families of English Learners, socioeconomically disadvantaged students, and foster youth have been particularly impactful. Through translated materials, interpreter services, family workshops, and personalized outreach from community liaisons, these historically underrepresented groups have become more engaged in school life. Data from the annual Climate and Culture

Survey supports this, with families—particularly those of students with disabilities—reporting increased confidence in their children's ability to succeed and stronger connections to the school community.

However, several challenges continue to impact the depth and sustainability of engagement efforts. One of the primary issues has been the need for ongoing, culturally responsive outreach that goes beyond one-way communication and fosters true two-way dialogue. While participation in events and meetings has improved, deeper engagement—such as parent leadership in decision-making processes or collaboration on school improvement efforts—remains limited in some communities. Building this level of trust takes time, consistency, and often individualized relationship-building, which can be difficult to maintain amid staffing constraints and competing school-level priorities.

Another challenge has been ensuring that all engagement activities are accessible and inclusive, especially for families with varying levels of digital literacy, work schedules that conflict with school events, or limited access to technology. Although the district has offered both virtual and in-person opportunities, not all families are able to engage equitably. This creates barriers for some families who may wish to be more involved but lack the necessary resources or flexibility to do so.

Moving forward, the district is committed to addressing these gaps through several strategies: expanding training in culturally responsive family engagement practices for all staff; strengthening partnerships with community-based organizations that serve priority student groups; enhancing the capacity of school site teams to facilitate inclusive decision-making processes; and exploring flexible scheduling and outreach formats to accommodate more families. These efforts are rooted in the belief that authentic, equitable engagement is not just an LCAP goal, but a foundational component of student success and school improvement.

Action 4.1
Effective communication with parents and the community has been fully implemented as planned, as evidenced by strong school-to-home communication across multiple platforms and increased parent involvement in GVUSD meetings, including SPSA, DAC, ELPAC, DELAC, and Round Table meetings.

Action 4.2
Intentional engagement of parents of EL, SED, and foster students has been implemented as planned, as evidenced by strong communication reflected in our annual Climate and Culture survey, where parents of special education students expressed confidence that their children can be successful in the classroom.

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

No material differences inr Goal #4

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

Action 4.1

The implemented actions have proven effective in increasing parent engagement and improving communication across the district. Reflections on prior practice reveal that targeted outreach and intentional efforts to include families have led to greater participation in key district and site-level meetings, including SPSA, DAC, ELPAC, DELAC, and Superintendent Round Table sessions. These opportunities have strengthened two-way dialogue between families and district leadership. The effectiveness of these actions is further validated by results from the 2024–25 annual parent survey, in which 80% of parents agreed or strongly agreed that the district provides timely information about their child's progress. This data point confirms that our communication strategies are resonating with families and contributing to a more informed and engaged parent community. Given the strong participation outcomes and positive stakeholder feedback, this action will continue in the 2025–26 school year without modification.

Action 4.2
The engagement efforts implemented to date—including targeted outreach, culturally responsive communication, and opportunities for two-way dialogue—have demonstrated effectiveness in advancing the district's goal of inclusive family involvement. Reflections on prior practice and ongoing evaluation indicate that these strategies are fostering meaningful connections with families across diverse communities. This positive impact is supported by data from the annual Climate and Culture survey, where parents of students with disabilities expressed confidence that their children can be successful in the classroom. Additionally, 87.3% of all GVUSD parents responded "agree" or "strongly agree" to the statement, "I have ample opportunities to become involved in school activities," underscoring the success of efforts to create inclusive and accessible engagement pathways for all families. Given these encouraging outcomes and the strong community response, this action will continue as currently designed in the upcoming year to maintain and build upon these gains.

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.

Action 4.1
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 4.2
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

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	Effective communication with	1.1 Improve communication with parents on student progress, attendance and school activities. • Ensure websites are kept updated	$2,033,811.00	No

Action #	Title	Description	Total Funds	Contributing
	parents and community.	• Parent trainings on how to use the District online resources to monitor student progress and help their child • Utilize Edlio to disseminate information to parents regarding school and District events 1.2 Solicit input from parents and community members on the student needs and the education of students. • Collect information from established parent groups • Hold community meetings with principals and the Superintendent • Conduct online/paper & pencil surveys 1.3 Provide translated communications		
4.2	Intentionally engaging parents of EL, SED and Foster students.	Continue to improve communication with parents/guardians of targeted students. • Solicit information from parents of students in focus subgroups (EL, SED, Foster, and SWD) • Surveys • Parent meetings > Send multiple reminders out to remind parents of meetings (DAC & DELAC meetings) > Children friendly meeting environments • Information on how to help/advocate for their children within the school system. (Costs associated with this action are reflected in Goal 3, Action 1 and Goal 4, Action 1)		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rates	Freedom Home School: 100% (8/8 students) Independence High School: 100% (14/14 students) Centennial Independence High School: 61.5% (8/13 students)	Freedom Home School: 100% (4/4 students) Independence High School: 85% (17/20 students) Centennial Independence High School: 61.5% (8/13 students)		Freedom Home School: 100% Independence High School: 100% Centennial Independence High School: 100% Lincoln Community Day School: 100%	Freedom Home School: Maintained at 100% Independence High School: Declined by 15% Centennial Independence High School: Maintained at 61.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lincoln Community Day School: No 12th grade students enrolled Children's Hosptial: No 12th grade students enrolled Educational Options Summative Total 86% (30-35 students) CA Dashboard Year 2023	Lincoln Community Day School: No 12th Grade Students Enrolled Children's Hosptial: No 12th Grade students enrolled Educational Options Summative Total 78% (29-37 students) CA Dashboard Year 2024		Children's Hosptial: 100% Educational Options Summative Total 100% CA Dashboard Year 2026	Lincoln Community Day School: No 12th Grade students enrolled for two consecutive years Children's Hosptial:No 12th Grade students enrolled for two consecutive years Educational Options Summative Total Declined 8% when comparing 2023 to 2024 graduation rates. CA Dashboard Year 2023 & 2024

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.

The implementation of Goal #5 has been marked by notable successes, with several initiatives positively impacting student outcomes across the district. Actions designed to improve attendance, student engagement, access to academic supports, and targeted student advocacy were effectively implemented and contributed to meaningful gains. These include increased graduation rates, stronger student-teacher relationships, and an improved sense of belonging and safety, as reported in student climate surveys. These outcomes reflect the district's commitment to fostering a supportive, engaging, and inclusive learning environment. Although graduation rates are not publicly available on

the California School Dashboard due to the small population size, Educational Options reported a 8 % decreased from 2023 to 2024. The summative total for graduation rate for all Ed Ops sites declined from 86% to 78% between the two years.

However, the district also encountered specific challenges that led to partial implementation of select initiatives, especially those tied to more innovative or infrastructure-dependent components of the goal. One such example is the effort to expand project-based learning (PBL), particularly at the Educational Options site, where implementation was constrained by staffing shortages and a lack of dedicated professional development. While the vision for PBL is clear and well-aligned with student needs for real-world, interdisciplinary learning, teachers at that site lacked the necessary time, support structures, and content-specific training to design and facilitate effective project-based units. Moreover, staffing instability and teacher turnover further limited momentum, making it difficult to embed PBL into the instructional culture.

Similarly, the goal of expanding elective course offerings, especially those related to Career Technical Education (CTE) and dual enrollment, faced delays due to a lack of formalized partnerships with community colleges and CTE providers. While interest in these pathways is growing among students and families, the district has encountered obstacles in securing consistent, long-term agreements with external partners, navigating logistical hurdles like credentialing, scheduling, and curriculum alignment. These gaps have slowed the rollout of expanded opportunities in high-demand areas such as health sciences, technology, and skilled trades—areas that are central to the district's long-term vision for college and career readiness.

In addition to external challenges, the district is also navigating internal capacity constraints, such as limited staff availability to coordinate and oversee these expanded programs. The development of new elective pathways requires not only additional teaching staff but also program coordination, counseling alignment, and collaboration with external partners—all of which demand time and infrastructure that are still under development.

Despite these hurdles, the district has demonstrated strong adaptability and strategic thinking, leveraging successes in other areas—such as student engagement initiatives and academic advocacy programs—to build a foundation for continued progress. Looking ahead, the district plans to focus on targeted staffing solutions, including recruitment for key instructional and support roles at the Educational Options site, and the allocation of resources to professional development in project-based learning and CTE curriculum integration.

Additionally, the district will prioritize the development of strategic partnerships with community colleges, industry leaders, and regional CTE consortia to expand and sustain dual enrollment and elective opportunities. These efforts will be guided by student interest data, labor market trends, and stakeholder input to ensure relevance and long-term impact.

Overall, while implementation under Goal #5 has not been without its challenges, the district's responsive approach and commitment to continuous improvement have laid a strong groundwork. By addressing identified gaps in staffing, training, and external collaboration, GVUSD is well-positioned to fully realize its vision of equipping all students with meaningful, future-ready learning experiences.

Action 5.1
Increasing attendance rates has been implemented as planned, as evidenced by the consistent application of strong attendance practices at Educational Options and improved student attendance.

Action 5.2

Increasing student engagement has been fully implemented as planned, as evidenced by the healthy relationships among students, parents, and teachers, which have been reflected in the GVUSD Climate and Culture survey.

Action 5.3
Increasing project-based learning opportunities has been partially implemented due to a lack of professional learning in this specific area and limited staffing at our Educational Options site.

Action 5.4
Increasing the number of elective class options has been partially implemented due to a lack of partnership with Community College and Career Tech Education.

Action 5.5
Providing additional academic resources has been fully implemented as planned with the adoption of NWEA, which is utilized by all staff, including school counselors and student advocates.

Action 5.6
Providing a student advocate to work with students at Educational Options has been fully implemented as planned, as evidenced by the student graduation rate.

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

No material differences in Goal #5

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

Action 5.1
Implement strong attendance practices across all Educational Options (Ed Ops) programs, including targeted outreach, consistent monitoring, and individualized support to re-engage chronically absent students. This action has been effective in making progress toward the goal of increasing student engagement and graduation rates. Strong attendance practices were consistently implemented across Educational Options programs during the 2023–24 school year. These included attendance contracts, family outreach, and close collaboration with support staff to identify and address barriers to attendance. According to California Dashboard data, graduation outcomes across Educational Options programs reflect both areas of stability and areas for improvement. Freedom Home School maintained a 100% graduation rate, while Centennial Independence High School also maintained at 61.5%. Independence High School, however, declined by 15%, signaling the need for deeper intervention and monitoring. Lincoln Community Day School and Valley Children's Hospital School both had no 12th grade students enrolled for two consecutive years, making graduation rate reporting not applicable for these sites. Collectively, Educational Options programs experienced an overall 8% decline in graduation rates from 2023 to 2024. Despite this decline, internal district

data highlights longer-term growth, with graduates increasing from 23 students in 2022–23 to 40 students in 2023–24 across all Ed Ops programs. This suggests that improved attendance and re-engagement efforts are contributing to higher student persistence and completion over time, even as annual graduation outcomes fluctuate within smaller cohorts. To address the identified areas of concern, the district will continue building on these strategies by incorporating expanded counseling support, improving early identification of at-risk students, and strengthening partnerships with families and community agencies. Additional targeted interventions will be directed toward sites that demonstrated declines, particularly Independence High School, to ensure greater consistency in outcomes across all Educational Options programs.

Action 5.2:
Strengthen student engagement through the implementation of school-wide relationship-building practices, parent partnerships, and staff professional development focused on positive behavior supports and student well-being. This action has been effective in making progress toward increasing student engagement. Implementation was fully carried out as planned across all Educational Options programs. Evidence of success includes positive responses from students, families, and staff in the GVUSD Climate and Culture Survey—77% of GVUSD parents reported that they believe their student can reach high standards, reflecting stronger relationships and a greater sense of connection between students and their schools. According to California Dashboard data, graduation outcomes across Educational Options programs show mixed results. Freedom Home School maintained a 100% graduation rate, and Centennial Independence High School remained steady at 61.5%. Independence High School, however, declined by 15%. Lincoln Community Day School and Valley Children's Hospital School both had no 12th grade students enrolled for two consecutive years, resulting in no graduation rate reporting for those sites. Overall, the Educational Options summative total declined by 8% when comparing 2023 to 2024 graduation rates. Despite this decline, longer-term district data reflects positive momentum, with graduates increasing from 23 in 2022–23 to 40 in 2023–24 across all Ed Ops programs. This suggests that while annual Dashboard outcomes reflect some site-level declines, particularly at Independence High School, engagement strategies such as consistent communication, increased staff-student connections, and targeted family outreach are contributing to improved student persistence and completion over time. Moving forward, the district will continue to reinforce these engagement strategies while expanding access to counseling services, student voice initiatives, and culturally responsive practices. Additionally, targeted interventions will be prioritized for sites demonstrating declines to ensure greater consistency in graduation outcomes across all Educational Options programs.

Action 5.3 :
Expand project-based learning (PBL) opportunities across Educational Options programs to increase student engagement, relevance of instruction, and academic persistence. This action has been partially implemented during the 2023–24 school year. While there was initial interest and planning for project-based learning (PBL), full implementation was limited due to two key factors: a lack of targeted professional learning in PBL strategies and staffing shortages at the Educational Options sites, which restricted the capacity for consistent implementation across classrooms. Graduation outcomes across Educational Options programs, as reported on the California Dashboard, demonstrate mixed results. Freedom Home School maintained a 100% graduation rate, while Centennial Independence High School also maintained at 61.5%. In contrast, Independence High School declined by 15%. Lincoln Community Day School and Valley Children's Hospital School both had no 12th grade students enrolled for two consecutive years, resulting in no graduation rate data being reported for those schools. Overall, the Educational Options summative total declined by 8% when comparing 2023 to 2024 graduation rates. Despite this overall decline, longer-term district data continues to reflect progress in student persistence, as the number of graduates increased from 23 in 2022–23 to 40 in 2023–24 across all Educational Options programs. While this growth cannot be solely attributed to PBL, it reflects broader improvements in student engagement and school connectedness—goals aligned with the intent of this action. To strengthen implementation in the 2024–25

school year, the district will prioritize professional development in project-based instructional practices, provide dedicated planning time for teachers, and pursue strategic staffing to support site capacity. These steps will help ensure that PBL becomes a more effective and sustainable tool for engaging students and improving academic outcomes across Educational Options programs.

Action 5.4
Increase the number of elective course offerings, including Career Technical Education (CTE) and community college dual enrollment opportunities, to support student engagement and post-secondary readiness in Educational Options programs. This action has been partially implemented during the 2023–24 school year. While there was intent to expand elective offerings through partnerships with local community colleges and CTE programs, progress was limited due to challenges in establishing formal agreements and staffing constraints needed to support new courses at the Educational Options sites. Graduation rate outcomes on the 2023–24 California Dashboard reflect mixed progress across Educational Options schools. Freedom Home School maintained a 100% graduation rate, and Centennial Independence High School also remained stable at 61.5%. In contrast, Independence High School declined by 15%. Lincoln Community Day School and Valley Children's Hospital School had no 12th grade students enrolled for two consecutive years, resulting in no graduation data being reported. Overall, the Educational Options summative graduation rate declined by 8% when comparing 2023 to 2024. Although the overall summative decline indicates the need for continued improvement, long-term internal data shows that the total number of graduates across Educational Options increased from 23 in 2022–23 to 40 in 2023–24. While this increase cannot be solely attributed to the expansion of elective options, it suggests that broader strategies to increase student engagement—including initial steps toward expanding electives—are contributing to improved persistence and completion for many students. To improve effectiveness moving forward, the district is re-engaging with community college and CTE partners to finalize pathways for dual enrollment, exploring virtual and hybrid elective options to overcome staffing barriers, and prioritizing student interest surveys to ensure that future electives align with student needs and aspirations. With these steps, the district aims to ensure that a broader and more relevant set of elective offerings contributes meaningfully to increased graduation outcomes and long-term student success.

Action 5.5
Provide additional academic resources to support student learning and progress monitoring, including the implementation of the NWEA assessment system across all Educational Options programs. This action has been fully implemented as planned during the 2023–24 school year. The district adopted and successfully integrated NWEA Measures of Academic Progress (MAP) as a key academic resource. All staff—including teachers, school counselors, and student advocates—have used NWEA data to identify student learning needs, monitor growth, and tailor academic interventions and supports accordingly. The comprehensive use of this tool has helped inform instruction and improve academic planning, contributing to more targeted and effective support for students across Educational Options. Graduation outcomes reported on the California Dashboard for 2023–24 reflect both areas of stability and areas needing continued focus. Freedom Home School maintained a 100% graduation rate, while Centennial Independence High School also remained steady at 61.5%. In contrast, Independence High School experienced a 15% decline. Lincoln Community Day School and Valley Children's Hospital School had no 12th-grade students enrolled for two consecutive years, resulting in no reportable graduation data. Overall, the Educational Options summative graduation rate declined by 8% when comparing 2023 to 2024. Despite the summative decline in percentage, long-term internal data indicates growth in the actual number of graduates, increasing from 23 in 2022–23 to 40 in 2023–24 across Educational Options. While this improvement cannot be attributed solely to the NWEA system, the availability of consistent, actionable academic data has played a significant role in identifying credit-deficient students earlier and implementing supports that helped many persist to graduation. Moving forward, the district will continue to leverage NWEA to inform instructional decision-making, monitor progress, and provide interventions tailored to student needs. Emphasis will be placed on supporting schools with declining outcomes, such as Independence High School, while sustaining success at sites like

Freedom Home School. By refining intervention strategies, increasing individualized supports, and maintaining consistent data use, the district aims to reverse the recent 8% summative decline and ensure steady growth in graduation outcomes across all Educational Options programs.

Action 5.6
Provide a dedicated student advocate to support students at Educational Options programs through academic monitoring, mentorship, and coordination of support services. This action has been fully implemented as planned during the 2023–24 school year and has proven to be effective in providing individualized student support. The student advocate worked closely with students to monitor academic performance, address attendance barriers, and connect them with both school- and community-based resources. Graduation outcomes reported on the California Dashboard for 2023–24 highlight both successes and areas for growth. Freedom Home School maintained a 100% graduation rate, while Centennial Independence High School also remained stable at 61.5%. Independence High School, however, experienced a 15% decline compared to the prior year. Lincoln Community Day School and Children's Hospital School had no 12th-grade students enrolled for two consecutive years, resulting in no graduation data. Collectively, the Educational Options summative graduation rate declined by 8% when comparing 2023 to 2024. Despite this summative decline, internal data reflects positive long-term growth in the number of graduates, increasing from 23 in 2022–23 to 40 in 2023–24 across all Educational Options programs. This outcome suggests that the student advocate has played a critical role in re-engaging students at risk of dropping out and supporting persistence through graduation, even as site-level results vary. Moving forward, the district will continue this action and explore expanding the advocate's capacity to better address areas of decline, particularly at Independence High School. Additional student feedback will be gathered to refine the support model and ensure services are aligned to the needs of students across diverse Educational Options sites. The student advocate model will remain a central strategy for improving graduation outcomes and ensuring that all students have the mentorship, monitoring, and resources necessary to complete high school successfully.

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.

Action 5.1
No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

Action 5.2
No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

Action 5.3
No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

Action 5.4

As a result of reflections on prior practice and a growing need to strengthen career-connected learning, Educational Options has made a change to the planned action by expanding course offerings for the 2025–26 school year. Specifically, the program will offer four sections of Construction Management to provide students with increased access to hands-on, career-aligned instruction. This adjustment reflects a commitment to expanding Career Technical Education (CTE) opportunities and directly responds to student interest, workforce relevance, and the need for improved post-secondary readiness. It also addresses feedback from the Annual Climate and Culture student survey, in which students expressed a desire for a Building Trades pathway at Ed Ops. While the overall goal and related metrics remain unchanged, this modification represents a strategic enhancement designed to better meet student needs and align with labor market demands. The district will monitor student enrollment, engagement, and performance in the Construction Management courses to evaluate impact and guide future CTE expansion efforts.

Action 5.5
No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

Action 5.6
No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

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	Increase attendance rates	GVUSD believes that students are most successful when they at school, receiving direct instruction from their teachers and collaboratng with their peers. Staff will create a better process to do the following: • Complete daily attendance checks • Make personal phone calls daily to parents/guardians of the students who are absent within the first thirty minutes of school starting • Conduct weekly attendance checks with administration and office staff • Hold student and parent/guardian meetings to address attendance concerns and seek to discover the why behind poor attendance • Hold students accountable to the 90% attendance rate • Conduct student data dives every six weeks focusing on attendance	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Positive student recognition and incentives based on attendance		
5.2	Increase student engagement	Effectively engaging students starts with developing relationships with students and their families. Staff will work on processes to more effectively ensure that the follwing happens: • Make personal phone calls to parents/guardians of students who have D's and/or F's • Conduct weekly grade checks with administration, teachers, and office staff • Hold student and parent/guardian meetings to address academic concerns and seek to discover the why behind poor academic success • Conduct student data dives every six weeks focusing on grades and behavior • Track student participation in school related and extracurricular activities • Provide professional learning opportunities for teachers and staff • Set school wide cross-curricular expectations at the beginning of the school year amongst all Educational Options schools • Positive student recognition and incentives based on participation and grades This action will pay for tools, supplies and training for teachers and other staff to create, implement and monitor these processes.	$25,000.00	No
5.3	Increase project based learning opportunities	These Educational options schools will utilize Equity Multiplier funds to implement more project based learning for their students. Project based learning enhances student learning and achievement through engaging, the use of "real-world" problems. This provides a better context and application for students to learn and grow from. Funds will be used to do	$36,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the following: • Provide professional learning opportunities for teachers • Set school wide curriculum/project expectations at the beginning of the school year amongst all Educational Options schools • Provide time for teachers to plan and work together • Develop standards based curriculum around project based learning		
5.4	Increase the number of elective class options	In order to keep students engaged, there is a need for more opportunities to offer elective classes that the students want. This action will use focus on creating these options through the following: • Develop a master schedule for all Educational Options schools to increase the number of elective classes • Work in conjunction with the district's comprehensive high school to develop classes that can be offered to include Educational Options students • Develop partnerships with Community Colleges to allow students to enroll in established high school enrichment programs • Offer additional class sections for elective classes • Provide online curriculum to offer additional elective classes	$42,000.00	No
5.5	5. Provide additional academic resources	Educational Options will provide students with additional academic resources. • Curriculum focused on building and supporting reading skills/levels (primary literacy, phonics and leveled readers) • Curriculum focused on building and supporting math skills/levels (mathematics concepts through manipulatives) • NWEA (ELA/Math) • Provide professional learning opportunities for teachers and staff	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Parent/Learning Coaches workshops to help support learning literacy and mathematics concepts through manipulatives		
5.6	Additional staff suport	Provide a student advocate to work with students throughout all Educational Options school sites • Review weekly grade checks with administration, teachers, and staff • Hold student and parent/guardian meetings to address academic concerns and seek to discover the why behind poor academic success • Review student data dive information every six weeks focusing on attendance, grades, and behavior • Track student participation in school related and extracurricular activities • Track student academic and credit recovery progress • Provide professional learning opportunities for staff • Plan and prepare positive student recognition and incentives based on attendance, grades, and behavior • Plan and prepare educational field trips to increase attendance, higher grades, and positive behavior • Provide a safe place and additional support for students to go to on campus if/when needed	$61,734.00	No

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
$2,850,900.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.264%	0.000%	$0.00	8.264%

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:** Extended Learning for Students. **Need:** An analysis of Smarter Balanced results shows that English Learners (EL), Foster Youth (FY), and Low-Income (SED) students still perform below the overall student group in both ELA and Math, indicating a need for improvement in these areas.	After-school tutoring will provide targeted academic support to students who are struggling, with the goal of improving their progress and closing achievement gaps, as measured by SBAC and local assessments. For the 2025–2026 school year, we plan to expand after-school tutoring for elementary, middle, and high school students, placing a greater emphasis on using SBAC and NWEA data to guide instruction and deliver more effective interventions.	SBAC Math Assessments SBAC ELA Assessments NWEA Math Assessments NWEA ELA 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
	SBAC ELA EL DFS: -53.6 SED DFS: -15.7 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math EL DFS: -80.2 SED DFS: -50.0 Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2024 The assessment results show that EL, FY, and SED students are performing below the level of their peers. To address this gap, targeted supports such as tutoring and other interventions are needed. This action is designed to provide those additional supports and help close the achievement gap on the SBAC assessments **Scope:** LEA-wide	This expansion will include stipends for seven elementary teachers, one middle school teacher, and eight high school teachers to provide these services. This adjustment to the action is informed by SBAC data and collaborative discussions within teacher PLCs, ensuring that tutoring sessions are more data-driven and responsive to student needs for the 2025–2026 school year. Hattie Visible Learning Research shows Interventions for students with learning needs has an effect size of 0.77 and After School Programs has an effect size of 0.40. While this action is principally directed toward the needs of SED, Foster Youth, and EL students, the after school tutoring program will benefit all students. While it is difficult to tie student success directly to student achievement, students, parents and staff believe that students have benefitted from their participation in tutoring. Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn),compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. Expanded learning time in summer school provides extended time for teachers to work with students on basic literacy and mathematics skills. English learners will receive additional English language development opportunities. Enrichment classes will build background knowledge that is	

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
		necessary for building vocabulary and increasing reading and writing achievement. By providing expanded teaching and learning time, including summer school and before- and after-school programs that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for SBAC ELA and math achievement and EAP results for our Low-Income students, English Learners, and Foster Youth.	
1.3	**Action:** Academic & Social Emotional Support **Need:** An analysis of chronic absenteeism shows that English Learners (EL), Foster Youth (FY), Homeless, and Low-Income (SED) students experience higher rates than the overall student group and need improvement. Similarly, California Dashboard data reveal that suspension rates for FY, Homeless, and SED students remain above those of the all-student group Liberty High School Suspension Rates EL: 5.6% SED: 5.6% Foster Youth: Fewer than 11 students - data not displayed for privacy Graduation Rate EL: Fewer than 11 students - data not displayed for privacy	his action will continue to provide counseling support for our unduplicated students at our Educational Options sites. Previously, counseling services were provided on an as-needed basis by Liberty High School counselors. The addition of a dedicated counselor for Educational Options has allowed for more consistent support, particularly benefiting Foster Youth students. During the 2023–24 school year, this contributed to a reduction in suspensions, with only seven suspensions reported across the year. Liberty High School will also continue the services of a Student Advocate who works closely with school counselors. These Student Advocates, introduced in fall 2023 at both sites, have provided an additional point of contact for Foster, Homeless, SED, and EL students, positively impacting students′ social-emotional health and contributing to the decrease in suspensions at our secondary sites. For the 2025–2026 school year, GVUSD has employed an elementary behavioral counselor using one-time funds. Additionally, year two of full	Chronic Absenteeism Rates Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED 97.3% Foster Youth: Fewer than 11 students - data not displayed for privacy Webster Elementary: Chronic Absenteeism SED: 14% EL: 6.9% Foster Youth: Fewer than 11 students - data not displayed for privacy Suspension Rates EL: 1.1% SED: 2.0% Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2024 A local needs assessment indicates that mental health challenges among EL, FY, and SED students can negatively impact both school attendance and decision-making. These students would benefit from early intervention, individualized assistance, crisis response, and connections to community resources. Parents have also expressed the need for social-emotional support services to reduce attendance barriers and provide students with tools to make healthier choices. **Scope:**	PBIS implementation at Liberty and Educational Options will continue, alongside a Counseling PLC that includes Liberty and Ed Ops counselors, the Ed Ops school psychologist, and Student Advocates from both sites. This collaborative structure will further strengthen social-emotional supports and interventions for our students. This action is intended to help our schools better meet the social emotional needs of our EL, FY, and SED students, which we hope will help these students feel more connected to school, want to attend, reduce behaviors and increase achievement. Feeling connected to school and attending regularly will improve Chronic Absenteeism, suspension and graduation rates, as well as performance on the SBAC and Local assessments. Research shows that Social Emotional Learning activities not only improve achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011) [https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta]. We expect to see increased connectedness to school, prosocial behaviors, and a decline in chronic absenteeism for our low-income students, students with disabilities, Foster Youth, and Homeless.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	**Action:** Acceleration opportunities for court placed, SED, and Foster youth to get back on track. **Need:** Foster and Homeless student data are not reported at the site level due to low numbers and the need to protect student privacy. At the district level, Foster Youth students were identified as Yellow (13%) for Chronic Absenteeism and Orange (10.8%) for Suspension Rate on the 2024 California Dashboard. In 2023–24, GVUSD showed progress in graduation outcomes within Educational Options schools, increasing from 20 graduates in 2022–23 to 23 graduates in 2023–24. Because of the small student population, graduation rates for individual schools could not be calculated. Additionally, at Independence Continuation High School, suspension rates increased by 3.3%, from 6.5% in 2022–23 to 9.8% in 2023–24. **Scope:** Schoolwide	For the 2025–2026 school year, Educational Options will be fully staffed with a full-time principal, seven full-time teachers, and two paraprofessionals to provide targeted support for EL, Foster Youth, and SED students. EdOps and GVUSD will continuously monitor staffing to ensure students receive the support they need throughout the year. Credit recovery through Edgenuity will help students regain lost credits and stay on track for graduation. Smaller class sizes, individualized instruction, and enhanced academic interventions are designed to improve graduation rates, college and career readiness, and overall academic outcomes for our most vulnerable students. These staffing and program enhancements ensure that Educational Options provides a supportive, data-driven environment where students can succeed when they might not have been able to in a traditional high school setting. These programs are principally directed towards low income and foster youth, so that they can get more individualized support that will help them achieve better academic outcomes (graduation, for one example). GVUSD prides itself on ensuring that all students have access to the comprehensive program, however, there are times when students benefit from a smaller class/school setting, home school, or online instruction, and many of our most vulnerable students graduate from these programs when they would not have been able to graduate from GVUSD's traditional high school. Also, there is a significant body of	Suspension Rate Chrinic Absenteeism Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		research showing that school choice is positively associated with academic achievement (DeAngelis and Erickson, 2018).	
1.5	**Action:** Diagnostics for identifying learning gaps and provide appropriate interventions. **Need:** An analysis of Smarter Balanced ELA and Math results shows that English Learners (EL), Foster Youth (FY), and Low-Income (SED) students are performing below the overall student group and need additional support to improve achievement. SBAC ELA EL DFS: -53.6 SED DFS: -15.7 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math EL DFS: -80.2 SED DFS: -50.0 Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2024 A local needs assessment identified that EL, FY, and SED students would greatly benefit from progress monitoring to provide more targeted instruction and close learning gaps.	Analysis of student data through computer-based management systems is central to Golden Valley Unified School District's efforts to monitor achievement and close learning gaps. For the 2025–2026 school year, GVUSD will utilize NWEA and IXL assessments, with data managed through Parsec Education, to track the progress of English Learners (EL), Foster Youth (FY), and Low-Income (SED) students. Staff will analyze this data formally during bi-monthly PLC meetings and informally on a weekly basis with grade-level teams. These systems provide the foundation for identifying trends, monitoring progress, and determining targeted supports. Data Analysis: Educators can examine academic performance, attendance, and behavioral patterns to identify areas of need and students requiring additional support. Intervention groups will be created in collaboration with vendors to monitor EL, FY, and SED student progress. Informing Instruction: Detailed data allows teachers to personalize instruction and address specific learning gaps. Teachers can provide targeted interventions or enrichment activities based on the analysis, ensuring each student's needs are met. Targeted Interventions: By identifying students at risk of falling behind early, the district can implement timely interventions to prevent	SBAC Math Assessments SBAC ELA Assessments NWEA Math Assessments NWEA ELA 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
	These students also require personalized instruction, interventions, and focused strategies. In addition, teachers need an efficient system to track student progress, as the district currently lacks the ability to generate data for certain intervention groups to evaluate their effectiveness. **Scope:** LEA-wide	academic decline and support students in achieving their full potential. Analysis of student data shows that interventions for Low-Income, EL, and Foster Youth students may lose impact over time. To sustain effectiveness, administrators and instructional coaches will collaborate with teachers to regularly review data, evaluate which interventions are working, and adjust instruction accordingly. This data-driven approach will target supports to improve academic outcomes aligned with Goal 1 metrics	
1.6	**Action:** Additional Supports for unduplicated students. **Need:** An analysis of Smarter Balanced results shows that English Learners (EL), Foster Youth (FY), and Low-Income (SED) students score lower than the overall student group on both ELA and Math state and local assessments, highlighting a need for improvement. SBAC ELA EL DFS: -53.6 SED DFS: -15.7 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math EL DFS: -80.2 SED DFS: -50.0	For the 2025–2026 school year, GVUSD will expand and enhance ELA and Math intervention supports for SED, EL, and Foster Youth students across all comprehensive sites. These improvements are guided by SBAC and NWEA data, which show that these student groups continue to perform below their peers. At the elementary level, Reading Lab and Support Classes will continue at Webster, Sierra View, and Stone Creek Elementary, with each site staffed by a 0.5 FTE Reading Intervention Specialist and paraprofessional support, along with Bilingual Aides to provide targeted support for EL students. Middle school students will receive small-group interventions through the Co-Lab model, which includes an additional ELA and Math teacher and a 3.5-hour Bilingual Aide for EL students. At Liberty High School, the Math Co-Lab for Math 1, 2, and 3, introduced in 2023–2024, will continue to provide targeted support for EL, SED, and Foster Youth students, and will expand to include ELA interventions for the 2025–2026 school year based	SBAC Math Assessments SBAC ELA Assessments NWEA Math Assessments NWEA ELA Assessments Graduation Rates

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
	Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2024 A needs assessment showed that EL, FY, and SED students have varied needs and circumstances. The most effective support includes offering intervention services at their school sites, where they can benefit from familiar environments and strong relationships with trusted staff. **Scope:** LEA-wide	on 2024–2025 SBAC and NWEA data indicating persistent achievement gaps. A 6-hour Bilingual Aide and embedded tutorial periods will provide additional support to all EL, SED, and Foster Youth students at the high school level. Funding for Reading Labs, Co-Labs, and tutorials covers teacher and paraprofessional hourly rates at all grade levels. These expanded and improved services ensure smaller student-to-teacher ratios, targeted, data-driven interventions, and additional support structures to increase academic achievement and close gaps for our most vulnerable students. Funding and Implementation: Funding for Reading Labs, Co-Labs, and tutorials will cover teacher and paraprofessional hourly rates at all grade levels. These increased and improved services ensure smaller student-to-teacher ratios, targeted interventions, and data-driven support to promote academic growth and close achievement gaps for our most vulnerable students. The District Reading Lab for struggling readers will continue. Hattie's research (2008) showed an effect size of .77 for comprehensive interventions. An effect size of .40 is considered to be significant in its positive impact on learning. We know that Hattie (2008) found effect sizes of .58 for reading comprehension programs; .60 for phonics programs; and .67 for both vocabulary programs and repeated reading programs. The "What Works Clearinghouse" found repeated reading has shown increased achievement in reading comprehension. Armed with this and additional information, the District will invest in materials that have shown	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		evidence of success with our neediest students. Fountas and Pinnell (2001) state that readers need to be able to apply and modify strategies depending on the purpose of the text. They suggest that guided reading sessions, involving explicit teaching and modelling of a broad range of strategies to suit familiar and new text types, supports reading development. They add that, “through guided reading you can demonstrate how a reader constructs meaning from text, makes personal connections with text, and goes beyond text. You can provide specific support for readers as they delve into texts for themselves, meeting challenges by using a range of skills”. Consequently, we anticipate improved outcomes in SBAC ELA and Math assessments for our Low-Income students, English Learners, and Foster Youth. While this action is principally directed towards the needs of EL, Foster and low-income students, all GVUSD students may benefit from intervention programs.	
2.3	**Action:** Access to literature and resource materials. **Need:** Analysis of Smarter Balanced results shows that English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students perform below the overall student group in ELA and Math, indicating a need for improvement. SBAC ELA EL DFS: -53.6 SED DFS: -15.7	For the 2025–2026 school year, GVUSD will maintain and enhance the library budget to increase access to literature and resource materials for EL, SED, and Foster Youth students, particularly those performing below grade level in ELA on SBAC and NWEA assessments. This includes providing more books and materials in languages other than English, purchasing databases and online resources available in multiple languages, and offering audio books. With a school library at every site, this remains an LEA-wide goal to ensure that multilingual literature is available district-wide. To support this goal, the district has added a TOSA Library Media	SBAC ELA Assessment NWEA ELA Assessment

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
	Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2024 Our EL student population has grown significantly, from 88 students (4.7%) in 2015–16 to 231 students (8.3%) for the 2023-2024. With this growth, teachers increasingly request library materials in multiple languages, particularly Spanish. In our semi-rural community, many students have limited access to public libraries. The library budget is designed to allow staff to continually update books and resources, ensuring that SED, EL, and Foster Youth students have ready access to reading materials and research resources needed for schoolwork. Research, including Hattie's Visual Learning studies, shows that exposure to reading can significantly accelerate student learning. **Scope:** LEA-wide	Specialist for 2025–2026, who will collaborate closely with Library Media Technicians to monitor library services, track book circulation, provide proper media training and support to teachers, and implement strong practices for ordering and promoting diverse books. This collaboration will ensure a robust circulation of materials that reflect the diversity of our growing student population and support the academic growth of EL, FY, and SED students in ELA.	
2.5	**Action:** MTSS/PBIS Implementation Support	For the 2025–2026 school year, GVUSD will continue to implement a Multi-Tiered System of Support (MTSS) framework to address the academic and behavioral needs of EL, Foster Youth (FY), and SED students district-wide. A key	SBAC Math Assessments SBAC ELA Assessments NWEA Math 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
	Need: Analysis of the California Dashboard shows that Foster Youth (FY) have districtwide Orange-level Suspension Rates in GVUSD. Low-Income (SED) students also show Green-level Suspension Rates at Ranchos Middle School and Webster Elementary, with Webster Elementary additionally exhibiting Yellow-level Chronic Absenteeism for SED students. Assessment data from Smarter Balanced and local ELA and Math tests indicate that English Learners (EL), FY, and SED students are performing below the overall student group, highlighting the need to improve their academic outcomes. SBAC ELA EL DFS: -53.6 SED DFS: -15.7 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math EL DFS: -80.2 SED DFS: -50.0 Foster Youth: Fewer than 11 students - data not displayed for privacy Chronic Absenteeism EL:7.6% SED: 9.7% Foster Youth: 13% Suspension Rates EL: 3.8%	focus for this year is the addition of Student Advocates at all sites, who will coordinate daily services and support practices for these students. Student Advocates are expected to serve as the primary drivers of day-to-day academic and social-emotional support, addressing needs that have not yet been fully met. The MTSS framework will continue to provide multiple levels of support tailored to EL, FY, and SED students. Academically, it will target closing achievement gaps in Mathematics and ELA, while behaviorally it will aim to reduce suspensions through individualized instructional and behavioral interventions. By aligning resources and support services, the framework ensures that teachers, Student Advocates, and support staff have structured guidance to address the needs of identified students effectively. District administrators will collaborate with school teams, teachers, psychologists, and Student Advocates to implement, develop, and strengthen MTSS systems. This includes attending site meetings, conducting workshops, monitoring implementation, and formulating improvement plans. The MTSS administrator will oversee the four essential components: screening to identify students in need, progress monitoring to track growth, multi-level interventions to provide targeted support, and data-based decision-making to guide instruction and behavioral strategies. With the expanded role of Student Advocates and continued administrative oversight, GVUSD aims to create a more coordinated, responsive, and	NWEA ELA Assessments Suspension Rates Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 4.0% Foster Youth:10.8% Data Source: CA Dashboard Year: 2024 A local needs assessment shows that EL, FY, and SED students will benefit significantly from a Multi-Tiered System of Support (MTSS) as MTSS provides targeted and tiered support for academic, social, and emotional needs and increased access to interventions and supports. Within the system, tailored academic and behavioral interventions are needed to address their diverse needs and promote their academic and social-emotional well-being, including targeted strategies such as trauma-informed care and resource allocation to reduce suspension rates and ensure equitable access to support services. Research by Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023)shows that implementing PBIS: • Improves achievement, attendance, emotional regulation, and school climate • Decreases disruptive behavior, bullying and peer exclusion, racial inequities, and substance misuse • Decreases educator stress and burnout Parents have indicated in community meetings	inclusive learning environment where EL, FY, and SED students can thrive academically and behaviorally.	

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
	that students would benefit significantly from a more comprehensive MTSS plan, which places the needs of EL, FY, and SED students at the core of developing systems of support. **Scope:** LEA-wide		
3.2	**Action:** Effective teaching for our EL, Foster Youth, and SED students **Need:** A review of the California Dashboard shows that Suspension Rates for FY are in the Orange for GVUSD. SED students are Green for Suspension Rates at both Ranchos Middle School and Webster Elementary School. Webster Elementary also has SED in the Yellow for Chronic Absenteeism. Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and SED students compared to the all-student group needs to be increased. This action is intended to improve first instruction by coaching, increasing teacher clarity, and improving teacher subject knowledge. According to Hattie's Visible Learning research, coaching and subject knowledge is "Likely to have positive impact" on student learning. Teacher clarity has "potential to considerably accelerate" student learning. Therefore, we believe that the	To support the academic achievement of EL, Foster Youth (FY), and Low-Income (LI) students, GVUSD will provide an instructional coach at all sites to build teacher capacity in implementing California content standards, California ELD standards, and district-wide Professional Learning Communities (PLCs). The instructional coach will also collaborate with site administrators to identify specific training needs for teachers to better meet the academic needs of students in their classrooms. New for the 2025–2026 school year, based on 2024 SBAC data, there is a targeted focus on strengthening collaborative practices within PLCs. The district's three TOSAs will prioritize data-driven decision-making and the adoption of best instructional practices to support EL, FY, and SED students. Additionally, GVUSD has dedicated two "buy-back" days, allowing teachers full days without students to review CAASPP and NWEA data, set targeted learning goals, and plan interventions with the goal of increasing the number of students meeting growth targets on SBAC and NWEA MAP assessments.	SBAC Math Assessments SBAC ELA Assessments NWEA Math Assessments NWEA ELA Assessments EL Progress Indicator (CA Dashboard) Reclassification Rates

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 provided in this action are likely to improve our achievement for our EL, FY and SED students. **Scope:** LEA-wide	Through this focused coaching, collaborative PLC practices, and dedicated planning time, GVUSD aims to enhance teacher effectiveness and improve academic outcomes for our most vulnerable student populations.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** English proficiency for multi-lingual students. **Need:** The California Dashboard shows that the achievement of our English Learners (EL) needs to be improved compared to the all-student group. ELA All Studenst: 8.1 DFS EL Students: -53.6 DFS Math All Students: -23.7 DFS EL Students: -80.2 DFS	This action pays for elementary teachers to use 1.5 hours per month during the early release time for each of the 62 elementary teachers to plan and provide additional ELD supports to improve academic progress for EL students. An instructional coach and site admin will provide Professional Development (PD) and guidance for teachers as they work through the PLC process focusing on EL student progress (as outlined in action 2.6). In addition, District and site administrators, the instructional coach and several teachers from both elementary and secondary levels will attend the 21CSLA 3 Day ELD institute. Day 1 will set the foundation by (re)familiarizing participants with the ELD standards, deepening their understanding of language concepts, and providing a wide range of	SBAC ELA and Math Assessments NWEA ELA and Math Assessments English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	GVUSD Reclassification Rate: 9.4% which is a increase of 2% from 2023 to 2024. (CALPADS 2023/2024), but still below expectations for GVUSD. GVUSD's English Learner Indicator: 48.4% Making Progress which is a 0.4% increase or maintained progress.CA Dashboard 2024) GVUSD has experienced a decline in the Math Scores of our EL students which further vaildates the need for a greater focus in the PLC process at all sites and levels. **Scope:** Limited to Unduplicated Student Group(s)	examples of application. Days 2 & 3 will contextualize participants' understanding of integrated and designated ELD with an emphasis on planning effective instruction using the ELD standards in alignment with content standards. This action will ensure greater access to core and ELD standards for ELD students. GVUSD is working to Improve the implementation of the ELD standards and monitor EL student progress for effectiveness. Elementary Teachers will use 1 early release day per month focusing on ELD standards implementation and review classroom progress for EL students. The intention of this action is that through collaboration on student data and expected outcomes, teachers will develop their sense of collective efficacy and clarity. Funds will be used for teacher time, materials and Professional Development. According to Hattie's research, both of these have the potential to considerably accelerate student achievement (0.76 and 1.39 respectively). While this action is principally directed toward the needs of EL students, this action will benefit all students in our LEA.	
2.6	**Action:** LTEL Support **Need:** GVUSD Reclassification Rate: 9.4% which is a increase of 2% from 2023 to 2024. (CALPADS 2023/2024) but still below expectations for GVUSD.	To support the academic achievement of LTEL students, GVUSD will provide an instructional coach to provide professional development (PD) and build the capacity of teachers at all sites to: • implement California ELD standards • instructional strategies to meet the needs of English Learners • implement District-wide Professional Learning Community (PLC)	Reclassification Rates (Data Quest/CALPADS) English Learner Progress (CA Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	GVUSD's English Learner Indicator: 48.4% Making Progress which is a 0.4% increase or maintained progress (2023-2024 CA Dashboard 2024) is lower than desired. We desire to improve English proficiency and reclassify EL Students more effectively. A local needs assessment highlighted that LTEL students require explicit language acquisition integrated with subject-matter content, English literacy, and academic vocabulary. The assessment revealed significant struggles among these students in understanding and applying academic language across various subjects. To address these gaps, comprehensive instructional approaches are essential. These approaches should combine language development with content mastery, ensuring LTEL students can succeed academically and reach their full potential. According to Hattie's Visible Learning research, coaching (effect size 0.26) and professional development (effect size 0.44) are "Likely to have positive impact" on student learning. **Scope:** Limited to Unduplicated Student Group(s)	This instructional coach will also work with site administrators to identify additional training needed for the teachers at their site to better meet the needs of LTEL students in their classrooms.	

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

NA

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$34,498,372.00	2,850,900.00	8.264%	0.000%	8.264%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$34,511,049.00	$708,734.00	$0.00	$0.00	$35,219,783.00	$30,796,975.00	$4,422,808.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Meaningful engagement in school and learning, ensuring learning for ALL.	All	No			All Schools	Ongoing	$9,305,141.00	$1,028,065.00	$10,233,206.00	$100,000.00			$10,333,206.00	
1	1.2	Extended Learning for Students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
1	1.3	Academic & Social Emotional Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$322,000.00	$8,000.00	$330,000.00				$330,000.00	
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools Specific Schools: Centennial Independent Study, Independence Continuation, Valley Childrens Hospital, Lincoln Community Day School	Ongoing	$815,000.00	$32,000.00	$847,000.00				$847,000.00	
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$149,950.00	$149,950.00				$149,950.00	
1	1.6	Additional Supports for unduplicated students.	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Sierra	Ongoing	$1,150,000.00	$3,865.00	$1,153,865.00				$1,153,865.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	View, Stone Creek, Webster, Ranchos Middle, and Liberty High									
1	**1.7**	Summer Extended Learning and Credit Recovery	All	No			All Schools	Ongoing	$100,000.00	$50,000.00		$150,000.00			$150,000.00	
1	**1.8**	Special Education Professional Learning Communities	Students with Disabilities	No			All Schools	Ongoing								
1	**1.9**	Special Education Differentiated Assistance (DA) Professional Learning	Students with Disabilities	No			Specific Schools: Liberty High School, Ranchos Middle School, and Webster Elementary School	Ongoing								
2	**2.1**	Basic Educational Services	All	No			All Schools	Ongoing	$8,576,734.00	$1,173,677.00	$9,520,411.00	$230,000.00			$9,750,411.00	
2	**2.2**	English proficiency for multi-lingual students.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-6	Ongoing	$65,000.00	$0.00	$65,000.00				$65,000.00	
2	**2.3**	Access to literature and resource materials.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$115,000.00	$115,000.00				$115,000.00	
2	**2.4**	Accelerated Learner Support	All	No			All Schools Specific Schools: Sierra View, Stone Creek and Webster Elementa	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry									
2	2.5	MTSS/PBIS Implementation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$80,000.00	$0.00	$80,000.00				$80,000.00	
2	2.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$73,085.00	$0.00	$73,085.00				$73,085.00	
3	3.1	Safe & Clean Environments	All	No			All Schools	Ongoing	$8,239,817.00	$1,564,904.00	$9,804,721.00				$9,804,721.00	
3	3.2	Effective teaching for our EL, Foster Youth, and SED students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$89,000.00	$0.00	$75,000.00	$14,000.00			$89,000.00	
4	4.1	Effective communication with parents and community.	All	No			All Schools	Ongoing	$1,838,198.00	$195,613.00	$2,033,811.00				$2,033,811.00	
4	4.2	Intentionally engaging parents of EL, SED and Foster students.	All	No			All Schools	Ongoing								
5	5.1	Increase attendance rates	All	No				Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
5	5.2	Increase student engagement	All	No				Ongoing	$5,000.00	$20,000.00		$25,000.00			$25,000.00	
5	5.3	Increase project based learning opportunities	All	No				Ongoing	$18,000.00	$18,000.00		$36,000.00			$36,000.00	
5	5.4	Increase the number of elective class options	All	No				Ongoing	$30,000.00	$12,000.00		$42,000.00			$42,000.00	
5	5.5	5. Provide additional academic resources	All	No				Ongoing	$5,000.00	$30,000.00		$35,000.00			$35,000.00	
5	5.6	Additional staff suport	All	No				Ongoing	$55,000.00	$6,734.00		$61,734.00			$61,734.00	

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
$34,498,372.00	2,850,900.00	8.264%	0.000%	8.264%	$2,918,900.00	0.000%	8.461 %	**Total:**	$2,918,900.00
								LEA-wide Total:	$1,933,815.00
								Limited Total:	$138,085.00
								Schoolwide Total:	$847,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Extended Learning for Students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.3	Academic & Social Emotional Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$330,000.00	
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Yes	Schoolwide	Foster Youth Low Income	All Schools Specific Schools: Centennial Independent Study, Independence Continuation, Valley Childrens Hospital, Lincoln Community Day School	$847,000.00	
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,950.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Additional Supports for unduplicated students.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Sierra View, Stone Creek, Webster, Ranchos Middle, and Liberty High	$1,153,865.00	
2	2.2	English proficiency for multi-lingual students.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-6	$65,000.00	
2	2.3	Access to literature and resource materials.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,000.00	
2	2.5	MTSS/PBIS Implementation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
2	2.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$73,085.00	
3	3.2	Effective teaching for our EL, Foster Youth, and SED students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$34,459,197.35	$36,097,683.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Meaningful engagement in school and learning, ensuring learning for ALL.	No	10,233,206.00	10,641,204
1	**1.2**	Extended Learning for Students.	Yes	12,000.00	10,822.00
1	**1.3**	Academic & Social Emotional Support	Yes	230,000.00	272,091.99
1	**1.4**	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Yes	847,000.00	877,914.38
1	**1.5**	Diagnostics for identifying learning gaps and provide appropriate interventions.	Yes	149,950.00	304,719.43
1	**1.6**	Additional Supports for unduplicated students.	Yes	1,103,864.35	1,247,549.62
1	**1.7**	Summer Extended Learning and Credit Recovery	No		
1	**1.8**	Special Education Professional Learning Communities	No		
1	**1.9**	Special Education Differentiated Assistance (DA) Professional Learning	No		
2	**2.1**	Basic Educational Services	No	9,520,411.00	9,899,990
2	**2.2**	English proficiency for multi-lingual students.	Yes	65,000.00	65,000.00

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	2.3	Access to literature and resource materials.	Yes	115,000.00	123,624.26
2	2.4	Accelerated Learner Support	No		
2	2.5	MTSS/PBIS Implementation Support	Yes	80,000.00	80,000.00
2	2.6	LTEL Support	Yes	25,000.00	25,000.00
3	3.1	Safe & Clean Environments	No	9,804,721.00	10,195,635
3	3.2	Effective teaching for our EL, Foster Youth, and SED students	Yes	25,000.00	25,000.00
4	4.1	Effective communication with parents and community.	No	2,033,811.00	2,114,899
4	4.2	Intentionally engaging parents of EL, SED and Foster students.	No		
5	5.1	Increase attendance rates	No	5,000.00	5,000.00
5	5.2	Increase student engagement	No	35,000.00	35,000.00
5	5.3	Increase project based learning opportunities	No	36,000.00	36,000.00
5	5.4	Increase the number of elective class options	No	42,000.00	42,000.00
5	5.5	Provide additional academic resources	No	35,000.00	35,000.00

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)
5	**5.6**	Additional staff support	No	61,234.00	61,234.00

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)
$2,734,075	$2,652,814.35	$3,031,721.68	($378,907.33)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Extended Learning for Students.	Yes	$12,000.00	$10,822.00		
1	1.3	Academic & Social Emotional Support	Yes	$230,000.00	$272,091.99		
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Yes	$847,000.00	$877,914.38		
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Yes	$149,950.00	$304,719.43		
1	1.6	Additional Supports for unduplicated students.	Yes	$1,103,864.35	$1,247,549.62		
2	2.2	English proficiency for multi-lingual students.	Yes	$65,000.00	$65,000.00		
2	2.3	Access to literature and resource materials.	Yes	$115,000.00	$123,624.26		
2	2.5	MTSS/PBIS Implementation Support	Yes	$80,000.00	$80,000.00		
2	2.6	LTEL Support	Yes	$25,000.00	$25,000.00		
3	3.2	Effective teaching for our EL, Foster Youth, and SED students	Yes	$25,000.00	$25,000.00		

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)
$32,410,473	$2,734,075	0.00%	8.436%	$3,031,721.68	0.000%	9.354%	$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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