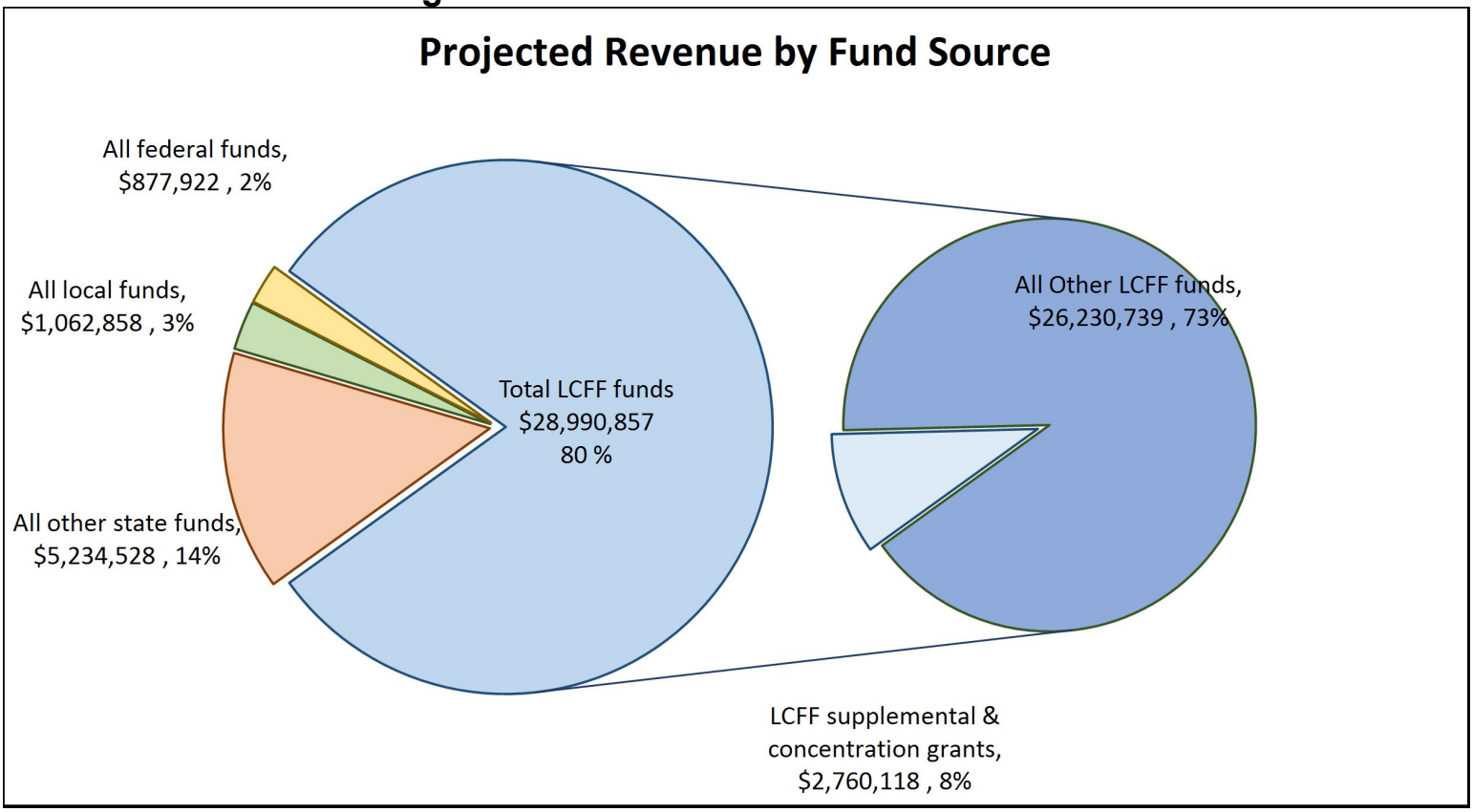
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Galt Joint Union High School District
CDS Code: 34673550000000
School Year: 2026-27
LEA contact information:
Linda DeWilde
Director of Educational Services
ldewilde@ghsd.k12.ca.us
209-745-3061

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

## Budget Overview for the 2026-27 School Year

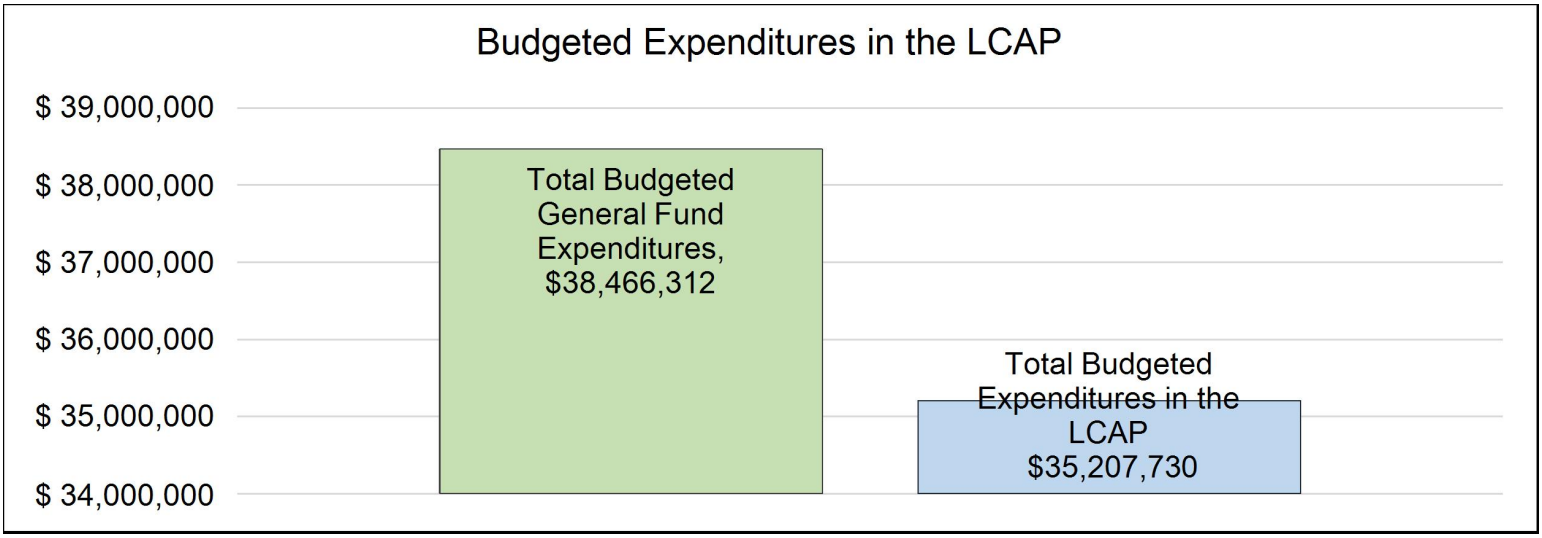



This chart shows the total general purpose revenue Galt Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Galt Joint Union High School District is $36,166,165, of which $28,990,857 is Local Control Funding Formula (LCFF), $5,234,528 is other state funds, $1,062,858 is local funds, and $877,922 is federal funds. Of the $28,990,857 in LCFF Funds, $2,760,118 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 Galt Joint Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Galt Joint Union High School District plans to spend $38,466,312 for the 2026-27 school year. Of that amount, $35,207,730 is tied to actions/services in the LCAP and $3,258,582 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

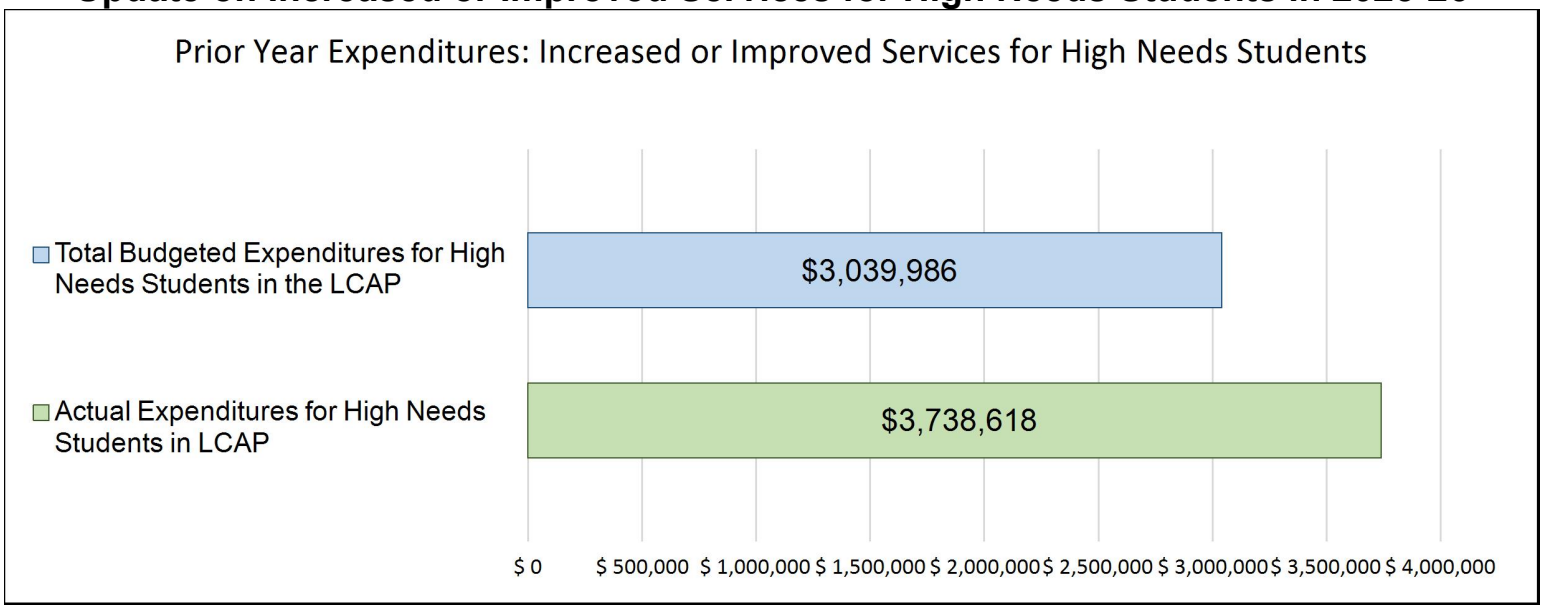
Expenditures for the school year not included in the Local Control Accountability Plan include mostly teacher salaries, technology supplies including hardware and software, and funding for maintenance and operations.

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

In 2026-27, Galt Joint Union High School District is projecting it will receive $2,760,118 based on the enrollment of foster youth, English learner, and low-income students. Galt Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Galt Joint Union High School District plans to spend $3,425,565 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




This chart compares what Galt Joint Union High 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 Galt Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Galt Joint Union High School District's LCAP budgeted $3,039,986 for planned actions to increase or improve services for high needs students. Galt Joint Union High School District actually spent $3,738,618 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Galt Joint Union High School District | Linda DeWilde<br>Director of Educational Services | Ldewilde@ghsd.k12.ca.us<br>209-745-3061 |

# Plan Summary [2026-27]

## General Information

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

The community of Galt has a population of approximately 27,000 people, and is surrounded by numerous family-owned farms, and is also home to the legendary Galt Flea Market which has been open since the 1950's. Originally an agricultural region only, the District now remains partially agricultural, but has also become a southern suburb of Sacramento, with extensive housing developments and associated commercial and retail businesses. The School District itself is over 100 years old and is currently serving approximately 1900 students. Since 1911, Galt Joint Union High School District has provided a meaningful high school education (grades 9-12) for students from the City of Galt and neighboring communities. The District boundaries straddle the county line between Sacramento and San Joaquin Counties and encompasses four feeder Districts including Galt Elementary, Oak View Elementary, New Hope Elementary and Arcohe Elementary School Districts. The District is located approximately 30 miles south of Sacramento on both sides of CA Highway 99.

The demographics of the student population in the District includes: 60.6% Hispanic/Latino; 29.3% White; 5.1% Two or More Races; 2.0% Asian; 0.8% African American; and 0.9% Filipino. According to the District's 2025-26 school year CALPADS report, our current Unduplicated count is 53% of the student population; with approx. 5% English Learners, approx. 55.2% Socioeconomically Disadvantaged, 14.3% Students With Disabilities, 4.8% Migrant Education students, 10.4% Homeless Youth and 0.2% Foster Youth. As a high school only District, Galt JUHSD provides 2 comprehensive high schools, Liberty Ranch High School (approx. 939 students enrolled), Galt High School (Approx 962 students enrolled), and Estrellita the continuation high school (approx. 60 students enrolled). Liberty Ranch High School, Galt High School and Estrellita High School all offer a broad range of courses and opportunities to their students. In addition to the core academic courses in English, math, science and history/social science, the District offers over 19 Advanced Placement and honors courses, 7 Career-Technical Education pathways, world language, a broad range of visual and performing arts, and a variety of other elective courses such as Leadership, Forensic Science and Psychology.

Support classes and programs are daily offered to Students With Disabilities, Migrant Students, Homeless and Foster Youth, and Socioeconomically Disadvantaged students. Further, the District offers a robust counseling program which includes college and career counseling, 1:1 and group mental health counseling, substance abuse services, and support classes for parents.

Athletics, clubs and activities also thrive on our campuses with all three high schools embracing the newly CIF sanctioned flag football, and several sports at the comprehensive high schools advancing to playoff rounds this year. The Future Farmers of America (FFA) is the largest club in the District with well over 1200 student members across the District. Many of these students take home championship wins at local, regional, state and national competitions.

Estrellita, Galt High and Liberty Ranch met the criteria set by the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC), and each school was granted a 6-year accreditation. Estrellita: March 2024; Galt High: March 2023; Liberty Ranch: February 2025.

Estrellita has been designated as an Equity Multiplier school as a result of its low stability rate and high percentage of socioeconomically disadvantaged students. Goal 6 of this LCAP (3-year goal) addresses how Equity Multiplier funds are being used to improve student outcomes at Estrellita. However, Estrellita is also a recipient of a 2024-2025 Model Continuation High School Award from the California Department of Education and has made huge strides in lowering suspension rates and increasing graduation rates.

Throughout this document, student groups are often referenced. When possible, the entire title of the student group is written out. However, in the metrics section of each goal, abbreviations for these student groups are used to make the document more readable. The following abbreviations are used for each student group

EL – English Learners
LTEL – Long-term English Learners
SWD – Students With Disabilities
SED – Socio-economically Disadvantaged Students
HY – Homeless Youth
FY – Foster Youth

# Reflections: Annual Performance

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

In 2025, Galt Joint Union High School District demonstrated significant growth and improvement in many areas measured by the CA School Dashboard. Growth was not only seen by the student body at large, but often by our various student groups as well, including Hispanic students, White students, English Learners, Students With Disabilities, Socioeconomically Disadvantaged Students, and Students Who are Experiencing Homelessness.
Graduation rates across the District maintained with 92.4% of seniors graduating in four years. All student groups increased their graduation rates for 2024-2025, with the exception of White students who maintained their same rate from last year. English Learners increased their graduation rate by 1.0% for a rate of 85.7%; Homeless students increased by 1.7% for an overall rate of 83.9%; Long-Term English Learners increased by 6.0% for an 91.7% graduation rate; and Socioeconomically Disadvantaged students increased by 1.7% which generated an 91.7% graduation rate for this group. The graduation rate of Students With Disabilities increased by 2.5%, elevating their overall rate to 78% a

year. Therefore, continuing to increase graduation rates for all students is addressed throughout this document, and specifically in Goal 1, Action 5 and Goal 5.

The District maintained a performance level of Yellow on the California School Dashboard for College and Career Readiness with 45.6% of seniors deemed “Prepared”; however, English Learners decreased their preparedness rate by 10.8% in 2024-26. Long-Term English Learners followed with an even larger decrease of 13.9%. Having ELs and LTELs performing in the “very low” performance level or “Red” dial on the Dashboard placed the District in Differentiated Assistance. Other changes in College and Career Readiness performance levels were Homeless Students who declined as a group by 2.4%; Socioeconomically Disadvantaged Students who increased by 2.2% and Student with Disabilities who increased by 3.0%. Hispanic students increased 4.5% on the College and Career Indicator as well, and White students maintained their same performance level as last year. Academic performance on the CAASPP assessments showed a strong increase of -25.1 points overall for English Language Arts and an increase of 12.2 points in the District’s performance for math. In a statewide comparison, the District average in English Language Arts is higher than the state average, and for math the District average is slightly lower than the state average.

Hispanic students maintained their Distance from Standard by 27.6 points in ELA, all other identified student ethnic groups experienced declines between 3% to 14%. Our student program groups (Socioeconomically Disadvantaged students, English Learners, Reclassified El Students, Students With Disabilities and Homeless/Foster Youth) all experienced declines in English Language Arts. Therefore, targeted supports for Homeless Youth are addressed in Goal 3 Action 7 and throughout Goals 2 and 5.

In Math Hispanic students made a strong gain of almost 27.6 points, while all other identified ethnic student groups increased as well. When looking at Student Program groups; Socioeconomically Disadvantaged Students and Students With Disabilities made substantial gains which can be attributed in part to the efforts established in our Focus Goal 5 which concentrates on increasing math achievement overall.

The percentage of current English Learners making progress towards English language proficiency declined 7%, with 36.5% of students demonstrating adequate progress. English Learners and Long-Term English learner progress has been and will continue to be an area of concerted efforts for the District. Working with the Sacramento County Office of Education in Differentiated Assistance for LTEL performance on CA School Dashboard, additional teacher professional development and increasing instructional strategies across all subject matter disciplines for ELs and LTELs will be a focus for 2026-27. An update of the District’s English Learner plan will be addressed in each of the Goal 2 actions.

Suspension rates decreased for all students with only 2.1% of students suspended at least one day. This is a reduction of 2% from the previous year. All of the student groups either maintained or showed decreases in their suspension rates, with the exception of Long-Term English Learners which is the only student group that had an increase in suspension rates. For the first time the District’s Multi-Race and White students are in the Blue performance level on the CA School Dashboard.

Liberty Ranch High School had significant growth across most indicators on the CA School Dashboard. On the CAASPP English Language Arts assessment, overall student performance improved by 5.3 points, with a score of 57.3 points above standard for the entire school. Other measurable groups such as Hispanic students showed a 9.2 point increase, Socioeconomically Disadvantaged students showed an impressive 20.5 point increase, and White students demonstrated a 5.4 point decrease. Students With Disabilities did not receive a color metric but of the thirty students tested maintained their status at 55.4 points below standard. English Learners and Long-Term English Learners by increased by 45.8 points collectively which has prompted the targeted efforts to increase support and strategies for our students working towards language proficiency. On the CAASPP Math assessment, student performance increased maintained at 30.1 points below standards for the entire school.

Other groups with color metrics such as Hispanic students maintained at 40 points below standard, Socioeconomically Disadvantaged maintained at 55.1 points below standard and White students declined by 11.5 points below standard. Students With Disabilities did not show a performance color; however, this group increased by 8.2 points in math. Our English Learners and Long-Term English Learners did not receive a color metric, however EL's increased by 12.7 points and LTELs only had 5 students take the assessment. The low math performance levels across all student groups continue to drive the District's efforts in Goal 5 focusing on math and language acquisition via all subject matter disciplines.

The California Dashboard shows that Liberty Ranch High School English Learners making progress is at 38.2% which is a decline of 4.4% from last year. This decline leaves English Learners and Long-Term English Learners in the "Orange" performance level which is an improvement over last year's "Red" performance level. There is a planned restructuring of the English learner instructional plan at LRHS for school year 2026-2027 to directly address the needs and gaps currently demonstrated by ELs and LTELs. Overall suspension rates at Liberty Ranch declined this year with only 1.5% of students being suspended at least one day. This low rate is attributed to the implementation of 3 new programs: PBIS, Safe School Ambassadors and Breaking Down the Walls. English Learners, Long-Term English Learners, Multi-race and Socioeconomically Disadvantaged increased by only small increments. Other groups such as Students With Disabilities, Hispanic, and White students maintained or slightly declined their suspension rates. Asian and Homeless students' suspension rates are so low they register in the Blue performance level on the CA School Dashboard. Liberty Ranch provides students with 1:1 counseling and alternatives to suspension, which has also attributed to the success in lowering the overall suspension rates on campus. The graduation rate at LRHS declined from last year with 94% of seniors graduating. 87.5% of Students With Disabilities graduated, which is a 2.7% increase over the past year. However Hispanic students graduated at 92.9%, Socioeconomically Disadvantaged students at 92.2% which is a decline for both groups. The other graduating groups include White students at 97.2%, English Learners at 73.1%, Long-Term English Learners at 85% and Homeless students at 81.8%. The College and Career Readiness performance level for Liberty Ranch High School is 52.1% prepared, which is the same as last year. All groups with a performance color metric made gains in their College and Career Readiness scores, however English Learners and Long-Term English Learners declined in this area.

Galt High School showed substantive improvements in student performance on the CAASPP English Language Arts assessment last year and maintain those gains throughout this school year. Student performance on CAASPP English Language Arts assessments school wide is now 22.7 points above standard; a gain of 25.2 points. While Long-Term English Learners are in the Red performance color, this group maintained still gained 29.8 points from last year, and all other student groups increased their point score in ELA with the exception of White students who declined slightly. Due to the noticeable gains, English Language Arts will continue to be offered more consecutive days on our A/B and 4x4 schedules for this coming school year. Performance on the CAASPP Math point scores increased for Galt High students by 10.2, with the average student performing 79.4 points below standard. This concern is addressed in Goal 5, which is focused solely on improving math achievement. All student groups showed an improvement, with Students With Disabilities, and Homeless students demonstrating the most growth in graduation rates. Overall GHS increased graduation rates by 3.4% earning a rate of 97.1 which is in the Blue performance dial on the CA School Dashboard. The College and Career Readiness Indicator for students at Galt High made an 11.7% gain for all students. However, English Learners and Long-Term English Learners having very low performance indicators with only 9.7% of English Learners and 4.5% of Long-Term English Learners demonstrating preparedness for college and career. However, strong gains on the College and Career Indicator were made by Hispanic, White and socioeconomically disadvantaged students. Suspension rates at Galt High declined 3% overall (students being suspended at least once). However, English Learners and Long-Term English Learners showed slight gains in suspension rates. Students With Disabilities, Socioeconomically Disadvantaged Students and Hispanic Students all declined in suspension rates. Reducing suspension rates at Galt High School for these students will continue to be a focus and is addressed specifically in Goal 3 Action 2. English Learner Progress at Galt High experienced a decline this year with 34.7% of English Learners demonstrating progress in their acquisition of

English, which is 13% lower than the prior year. We are confident that at least some of this decline is due to some of the inequities in our reclassification process which will be updated and reformed for school year 2206-27. This need is addressed throughout the LCAP, but specifically in Goal 1 Action 6. Galt High School should also be recognized for passing its first Williams visit with zero findings due to the overall well-organized planning and supply distribution by the school.

Estrellita (Equity Multiplier) saw a gain in graduation rates with 61.3% of students graduating in 2025. Estrellita declined noticeably in suspension rates, with 7.9% of students being suspended at least one day, and the school went from 0% of students demonstrating preparedness for college or career on the College and Career Indicator in 2023 to a strong gain of11.3% of students being prepared in 2025. Hispanic students and socioeconomically disadvantaged students at Estrellita increased in graduation rates, with Hispanic students showing a substantial improvement in high suspension rates. Both groups demonstrated increases on the College and Career Indicator, of 3% and 6.6% respectively. Therefore, Estrellita will no longer be identified for Comprehensive Support and Improvement. Further, Estrellita High School has been identified as an Equity Multiplier school because of its high population of socioeconomically disadvantaged students and its high non-stability rate. Goal 6 of the GJUSD LCAP (Equity Multiplier Goal, and Actions 6.1 thru 6.8) is addressing the unique needs of the students at Estrellita, including socioeconomically disadvantaged students and Hispanic students by strategically focusing on credit recovery, positive attendance and mathematics to support student achievement and meeting graduation requirements. 11.11% of students met or exceeded the standard on the CAASPP English Language Arts assessment which is an increase of +7.98% since 2023. Estrellita students also made incremental gains in Math and ELPAC scores for 2025.

## Student Groups With Indicators In Red/Lowest Performance (District Level)

| Student Group | ELA | MATH | CCI |
|---|---|---|---|
| English Learners | | | Y |
| Homeless Youth | Y | Y | |
| Students with Disabilities | | | Y |

## Schools With Indicators In Red/Lowest Performance (All Students)

| School | ELPI | Graduation Rate | Suspension | CCI |
|---|---|---|---|---|
| Estrellita Continuation High | | Y | Y | Y |
| Galt High | Y | | | |

## Schools With Indicators In Red/Lowest Performance (Student Groups)

| School | Student Group | MATH | ELPI | Graduation Rate | Suspension | CCI |
|---|---|---|---|---|---|---|
| Estrellita Continuation High | Hispanic | | | Y | Y | Y |
| | Socioeconomically Disadvantaged | | | Y | Y | Y |
| Galt High | English Learners | | Y | | | |
| | Hispanic | Y | | | | |
| | Students with Disabilities | | | | Y | |
| Liberty Ranch High | Students with Disabilities | | | | | Y |

### Family Feedback

A positive reflection for this year is that Family Engagement has increased as evidenced showed a "favorable responses" to family engagement questions since the District asked parents to describe their engagement. Favorable response scores include 64% towards school safety, 54% towards School Climate, 54% towards School Fit and 20% for Engagement. While 20% may seem low, it is a 3% increase over last year and much higher than the national average. Parent participation in (DELAC) has tripled since the meeting has become part of the Parenting Class sponsored by the District. The District Advisory Committee (DAC) has also gained several participants this year who have also weighed in the Districts' Strategic Plan and Facilities Master Plan. Other parent input from the District Advisory Committee meetings and DELAC includes parents asking for more Career Technical Education courses, 1:1 counseling services, updated bathrooms, connections to the real world for Math, more bilingual paraprofessionals in classes to assist English Learners, and concerns about the complicated A/B 4X4 schedule. Parents would also like to see more elective options. All of this feedback will influence our LCAP going forward into 2026-27.

### Learning Recovery Emergency Block Grant (LREBG)

Galt Joint Union High School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for school year 202

2026. According to the results of our District-wide needs assessment, it was determined that families and students desired robust summer school programs for credit recovery and grade improvement. Therefore, summer school credit recovery is implemented in goal1, Action 1.5, “Summer School and other credit recovery opportunities will be available to all Students With Disabilities;” and Goal 1, Action 1.9, “To address learning loss and credit deficiencies-challenges that disproportionately affect Unduplicated Students and those with disabilities – we offer targeted summer programs. These include credit recover and intervention to prepare students for the next level of coursework.” Goal 1 Action 1.8, “Academic & College/Career Counseling for Student Success” also has utilized LREBG funds for counseling support – by supporting a full-time counselor who services both comprehensive campuses. This need was determined by reviewing credit deficiencies for students as indicated by a Red or Orange performance levels on the CA School Dashboard, graduation rates and English Learner Progress.

These 3 actions are aligned to the allowable use of funds according to EC Section 32526(c)(2) Part B. ii “Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency or both.” Funding from LREGB will be placed in the three actions mentioned above. Our rationale for using LREGB was extracted from our needs assessment with Over 20% of parents/families and 28% of students responding favorably by stating summer school is an important need for students to complete high school on time. Based on the review of student D and F rates, credits earned/not earned, CAASPP math and ELA scores (targeting student groups indicating orange or yellow status, which are the lowest performance levels for the District); it has been determined that approximately 23% of students in GJUHSD will need summer school. Additionally, the needs assessment also identified that both students and parents desire more one-to-one time for students to spend with a school counselor to help recoup credits, monitor progress and improve course grades to meet the graduation threshold of 260 units. Galt Joint Union High School Districts conducts summer school annually, offering two sessions which last 3 weeks each. Students attend school from 8:30am to 1:15pm with free lunch offered immediately after school. Core courses needed for graduation are offered in the traditional format, along with a concentrated credit recovery course which allows students to make-up courses in class, while working independently using the Edgenuity platform. For our students groups performing at the lowest level status for math and ELA - (English Learners, Long-Term English Learners, Students With Disabilities, Homeless, Hispanic and Socioeconomically Disadvantaged) the smaller class sizes and shorter school day during summer can prove to be advantageous. Traditionally, students attending GJUHSD summer school have a 95% completion/passing rates for all courses attempted. The itinerant school counselor who works at each comprehensive high school (and is on call for the continuation high school) provides students with services as described in the allowable use areas of "additional academic services for pupils, such as diagnostic, progress monitoring and benchmark assessments of pupil learning”. Additionally, this counselor plays a crucial role in the enrollment process for incoming 9$^{th}$ graders by participating in Freshman orientation in January of each year, student placements, and guiding students in creating their 4 year plan for college and career readiness and monitors incoming ELPAC scores and IEPs for new Freshman to ensure they are enrolled in appropriate classes and that the school is addressing their needs according to Ed. Code and District Policy. The counselor serves a case load of over 400 pupils.

**LCAP Action 1.5** is an LREGB Action and will be funded in part by LREGB funds to support Students With Disabilities for summer school. The metric used to monitor the impact of the LREGB funded portions of this action is: LCAP Metric 1.6:
A-G Completion Rate
% of graduating seniors who met UC/CSU 'A-G' requirements
(CA School Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion Report)
Fiscal impact: $25,000

Remaining LREGB funds will continue to support summer school for Students With Disabilities and additional tutoring and curriculum support for Mild/Moderate and RSP students.
Research Based Justification:
Peterson, T., ed. (2013) *The Power of Afterschool and Summer Learning for Student Success.*
Research conducted by AIR found that summer school students reported that flexible course time was an instructional factor that led to greater engagement with the material. Students felt that the longer instructional periods for summer school provided a better opportunity to focus on the lessons. Students also mentioned that the pace of the credit recovery course allowed them to slow down and engage more deeply with the content. (Retrieved May, 2024)
Local Indicator: 92% of GJUHSD student complete credit recovery courses in summer school.

**LCAP Action 1.8** is an LREGB Action and will be funded in part by LREGB funds to support the itinerant counselor who monitors students' college and career readiness. The metric used to monitor the impact of the LREGB funded portions of this action is: LCAP Metric 1.14:
College/Career Indicator % of students identified as 'prepared' for college and/or career as measured by the College/Career Indicator on the CA School Dashboard
(CA School Dashboard - College and Career Indicator)
Fiscal Impact is: $110,276
Remaining LREGB funds will be used to continue supporting the position of itinerant college and career counselor in GJUHSD, along with college and career exploration opportunities for students. Research Based Justification:
Lapan, R. T., Turner, S., & Pierce, M. E. (2012). College and career readiness: Policy and research to support effective counseling in schools. Vocational psychology has proven long-term benefits for students (including non-college bound students) from the implementation of college and career programs and direct counseling.
Local Indicator: All GJUHSD student groups increased in percentage of College and Career Readiness on the CA School Dashboard College and Career Readiness Indicator in 2024.

**LCAP Action 1.9** is an LREGB Action and will be funded in part by LREGB funds to support students who are credit deficient so they can attend summer school and catch up on credits before the fall. The metric used to monitor the impact of the LREGB funded portions of this action is: Metric 1.6:
A-G Completion Rate
% of graduating seniors who met UC/CSU 'A-G' requirements
(CA School Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion Report)
Fiscal Impact: $250,000
Remaining LREGB funds will continue to support summer school for students who are credit deficient, and additional tutoring and curriculum support for students in danger of not graduating or with one or more D/F grades throughout the school year.
Research based justification:
Peterson, T., ed. (2013) *The Power of Afterschool and Summer Learning for Student Success.*
Research conducted by AIR found that summer school students reported that flexible course time was an instructional factor that led to greater engagement with the material. Students felt that the longer instructional periods for summer school provided a better opportunity to focus on the lessons. Students also mentioned that the pace of the credit recovery course allowed them to slow down and engage more deeply with the content (Retrieved May, 2024).
Local Indicator: 92% of GJUHSD student complete credit recovery courses in summer school.

# Reflections: Technical Assistance

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

Galt Joint Union High School District was exited for differentiated/technical assistance for the 2024-25 school year due to the efforts of staff focusing on adequately preparing and motivating student for the CAASPP assessments, and the development of Alternative to Suspension Matrix for students who were cited in possession for under the influence of drugs or alcohol on campus. These strategic actions resulted in achievement on the CAASPP increasing significantly and suspension rates decreasing significantly for these student groups. Additionally, Galt High School was exited from Additional Targeted Support & Improvement in December 2024 due to a positive change in performance for Students With Disabilities (SWD) on the California State Dashboard. SWD showed improvements in suspension rates, math, and maintained graduation rates. Positive results at Galt High are the direct result of focus programming for Student with Disabilities including a new math curriculum and use of the Alternative to Suspension Matrix. Suspension rates are currently at an all time low across all schools in the District.

For school year 2025-26 Galt Joint Union High School District was identified as eligible for Differentiated Assistance (DA) by the Sacramento County Office of Education (SCOE) for the following student group and indicators: Long-Term English Learners - English Learner Progress Indicator, College and Career Indicator. Based on this identification, Galt Joint Union High School District entered into the “Insight to Action Network” sponsored by SCOE which included 4 meetings that focused on using data and relevant feedback to develop a plan to address the needs of the LTELs in the District. By the end of the fourth meeting GJUHSD’s team of experts was able to better contextualize the data and identified the specific areas of focus which were to review the current reclassification process for English Learners in general, create relationships with the feeder Districts to better understand their processes for LTEL intervention and reclassification, and provide a thorough identification process for LTELs so teachers were aware of who they are and what instructional needs they have. The District will now take action to request that 8$^{th}$ graders eligible for reclassification be reclassified before entering high school. Many feeder Districts assumed students would be reclassified up arrival to high school but instead they were enrolled in Designated ELD and not able to take elective courses. By not taking elective courses, they were not able meet many of the requirements for college and career preparedness as specifically stated on the College and Career Indicator. The District also created a special icon in our SIS that not only better identified the LTELs for teachers, but the icon also indicated the ELPAC scores of the students and displaying which domain areas student needs to improve on in order to pass the ELPAC examination. Finally, the District updated its English Learner Plan to reflect changes in the reclassification process which is now more equitable and will help to expedite the reclassification process overall. As students become reclassified, they will still receive supports in their regular education courses, but teachers will be more aware of their needs and students will be able to meet the requirements on the CCI due to more flexibility in their schedules.

# 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.

Estrellita Continuation High School

## *Support for Identified Schools*

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

Estrellita Continuation High School has used CSI funds this school year to implement their plan to improve graduation rates as well as improve other Dashboard indicators for all student groups. Estrellita indicated RED on 2023-24 CA State Dashboard for a graduation rate of 55.9% which had declined 8.4% from school year 2022-2023. The CSI status for the school prompted the development of a school level needs assessment which was conducted for the 2024-2025 school year and the 2025-2026 school year. The needs assessment included results from the school-wide Panorama survey, input from the School Site Council, and a programs evaluation conducted by the teachers and administrative team at Estrellita. The results of the assessment provided analysis of leadership effectiveness, instructional quality, curriculum alignment, school culture, and resource inequities at the school. With these five systems in mind, the CSI plan now works in concert with the Equity Multiplier plan and includes research-based strategies aligned with federal regulations outlined in ESSA regarding appropriate uses of funding for comprehensive support. For students, 58% responded favorably to the Panorama school-level survey question about expectation for “school rigor,” and 38% responded favorably to the “valuing of school” which helped to initialize the longer day (6$^{th}$ period) for students. Thus, during school year 2024-2025 and 2025-26 school year Estrellita extended its school day, increasing the availability of courses by 20%, allowing students to accelerate through required coursework gaining 5 or 10 additional credits each semester. This action was also a way to narrow resource inequities of class availability and time on task towards graduation. Students at Estrellita can also access Edgenuity, an independent study platform that provides online courses for credit recovery, so they can work on some of their classes at their own pace and still ask their teachers for academic guidance while at school. The school level needs assessment survey also showed that opportunities for Career Technical Education and hands-on activities in class were additional resource inequities at Estrellita; therefore, the school used CSI funds to enhance the campus science lab with supplemental supplies to provide more interactive NGSS based science lessons, and qualified staff also incorporated a wood working class as an elective into the daily schedule. Seventy-nine percent of the teachers and administrators responded favorably to the “overall leadership” at the school and 57% responded favorably to the “school climate” at Estrellita. So along with this positive outlook from staff, and discussions with the School Site Council, Estrellita moved to a Project-Based learning environment to further close equity gaps at the school. The newly adopted Project-Based learning lab (elective) has also given students the opportunity to explore various trades such as plumbing, electrical work, blueprinting, framing, home essentials, heating, ventilation, and air conditioning (HVAC). Parents responded favorably to “school safety” and “school climate” for their students at Estrelita, (65% respectively) which encouraged the District to provide a full-time math teacher and more academic supports at Estrellita. Additionally, CSI funds are used for after school tutoring which is also now available every day after school to help students with math and English Language Arts coursework. A mental-health counselor is also readily available for students in need of direct counseling. Before anyone graduates from Estrellita, the student meets with the principal to outline a future plan for that student going forward. Alternative to suspension strategies such as Restorative Practices and Positive Behavioral Intervention and Supports (PBIS) are now in place to decrease suspensions at Estrellita. A highly positive result of the Continuous Program Improvement plan is the increase in performance on the College and Career Indicator. Estrellita went from 0% of students demonstrating preparedness for college or career on the College and Career Indicator in 2023 to a strong gain of 6.3% of students being prepared in 2024. The school’s SPSA is also reflective of the Continuous Improvement Plan as its goals are now aligned with the LCAP goals. On Wednesday afternoons, the principal and staff including the Attendance Clerk and Student Engagement Coordinator conduct Multi-Tiered Systems of

Support check-ins to determine student growth and progress, refer students who may need Tier II, or III support, notify students who are in line to graduate, and identify which students may be eligible to return to their comprehensive high school. The principal and District administration continuously monitor Estrellita's performance on the California State Dashboard for graduation rates, college and career, suspensions, and academic achievement. The Superintendent meets monthly with the principal to reflect on current available student data and makes recommendations for changes and improvements to the plan as needed. Estrellita High School was named 2025 Model Continuation High School. On of the Schools Eligible for Support and Improvement list released in 2025-26 , Estrellita was no longer identified for Comprehensive Support and Improvement.

### *Monitoring and Evaluating Effectiveness*

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

District administration (Director of Ed. Services and Director of Students Services) works closely with the principal and staff of Estrellita during the development of the school's SPSA, which is also the school's Continuous Improvement Plan. There is a monitoring and continuous feedback loop from yearly implementation of the CSI plan to the final evaluation that determines effectiveness. District administration also provides the school with data and monitoring tools to help with self-monitoring throughout the school year and meets quarterly with site administration to discuss progress in implementation. During the evaluation phase, District administrators work directly with the principal to go through the available data such as CAASPP scores, D's and F rates, graduation rates, chronic absenteeism, positive attendance and panorama student surveys to develop a thorough evaluation of the effectiveness of the actions within the plan, and to make recommendations as to changes and improvements to the plan for subsequent years.

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Students | During the spring of 2026 students participated in the annual Panorama surveys as well as Unduplicated student focus groups. Themes that were generated from the Unduplicated student focus groups (approx. 100 student participants) included a majority of positive comments about the school's learning environment, but the combination Block and A/B schedule can be hectic. Students were also at consensus about how the schools offer plenty of sports and clubs, but more students should be involved and made to feel welcome on campus right away as freshman. Students were mixed on use of technology, while many appreciate the Chrome books, it is frustrating when they break down, and many students are fine with paper and pencil assignments at least once a week. The in-person focus groups also revealed that students believe what works best on their campus is the teachers who really care about them, the FFA program, athletics and rallies. When asked what could be improved there was general consensus about more access to restrooms, and the opportunity for off campus lunch.<br>When asked about if the school campus reflecting their generation (artwork, books, and pictures) the majority of students felt there should be more artwork and murals on campus in general and that they should reflect more of the Hispanic heritage present at the school sites. Finally, students most often stated that they felt supported by most teachers when they are struggling academically and that tutors are usually available after school. The Panorama student surveys reported that 30% of students answer favorably questions about School Belonging, 45% answered favorably about School Climate, 50% answered favorably regarding School's Rigorous Expectations, 45% answered favorably for Valuing School, and 60% answered favorably for School Safety. These percentages have all substantively increased from last year's survey. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Parents & Community Members | During the spring of 2026 school year parents participated in the annual Panorama surveys as well as the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC). Approximately 150 parents participated in the Panorama survey, with a favorable score for Family Engagement at 20% of respondents, 54% responded favorably regarding school climate, 54% responded favorably to School Fit (how well a school matched their child's developmental needs), and for School Safety 64% of parents/families' responses were favorable. All of the answers on the family survey showed similar scores or increases in a favorable score from last year. The Dac, and DELAC meetings are conducted every other month. At the winter and spring, the parents in attendance provided feedback on the LCAP goals. Themes that emerged from the LCAP parent feedback include a desire for more CTE pathways including construction, computer science and additional pathways in medicine, along with more opportunities for students to take more alternative math courses and more electives overall. When asked about school climate and culture, advisory parents noted that there should be more showcasing of student work and accomplishments, and additional support for student programs to limit the need for constant fund raising, as well as more paraprofessionals needed for English learner courses. Responses to the goal for essential conditions for learning ranged from concerns regarding transportation on the rural routes, to expressing praise for some of the campus upgrades made already this year, however concern over the condition of high school bathrooms is still a sticking point for many parents. The focus goal on Mathematics elicited responses about that gap between middle school and high school coursework and the need for more communication on how parents can provide resources for their students in math. For the Equity Multiplier goals parents were curious to know more about our continuation high school and felt the graduation rates should be updated to the public more often since they have improved. Questionnaires at all of the DELAC/DAC meetings regarding LCAP were made available for parent feedback. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Teachers and Staff | The teachers and staff participated in the Panorama survey in the spring of 2026. The Staff (classified personnel) responded to the same topics as last year in their answers. This year, 45% of staff reported favorably about the amount and quality of feedback given by supervisors, 45% scored favorably regarding the amount and quality of professional growth and learning opportunities available to them, 50% were favorable of the School Climate of the school location where they work, and 60% scored favorable for their School Leadership. The Staff scores showed slight declines this year, however 80% of staff responded favorable to the implementation of the Positive Interventions and Supports program on all campuses. The Panorama Teacher Survey results showed increases in favorable answers across all topics. Education all students garnered a 75% favorable score, Feedback and Coaching was scored favorable at 39%, teacher perceptions about the amount and quality of professional growth and learning opportunities available to faculty scored 61%, School Climate which represent the overall social and learning climate for the school came in at 61% favorable and School Leadership earned a 66% favorable score which is 5% higher than last year. Challenges mention by teachers and staff included upcoming budget restraints, less time offered for summer projects, and site budget cuts. During staff meetings, during the LCAP District committee meetings, the English Learner committee meetings, and the Curriculum and Instruction committee meetings teachers and staff were provided with a summary of the LCAP and they participated in providing their suggestions for prioritizing goals, actions and services for the coming year. All teachers and staff were encouraged to offer feedback for the LCAP draft which was posted to the District’s website. This year’s turn out for the survey was greater than last year, and staff FTE will increase next year due to increases in enrollment. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Principals and Administrators | Principals and District administrators also participated in the Staff Panorama surveys. Additionally, the GJUHSD administration team meets bi-weekly for the District Management meetings and provides ongoing input and information for the LCAP. Progress monitoring for the LCAP Actions was conducted by the Director for Education Services this year consisted of 1:1 monitoring meetings with school site administrators and the Superintendent's Cabinet. These monitoring meetings provided data and insight to help determine effectiveness and implementation levels for each action as well as budget oversight. The Director of Ed. Services also met every other with Assistant principals to address topics of need on campuses. |
| Local Bargaining Units | The GJUHSD Director for Ed. Services attended the monthly Superintendent's check-ins with the Galt Federation of Classified and Certificated Employees local unit and the California School Employees local chapter to provide updates and garner feedback for the LCAP. The Bargaining Units' feedback is vital to the LCAP as it funds various positions and services provided by employees. In addition, conversations were held during negotiations and in other District meetings with union leadership and its members who participated in the development of the LCAP, and the monitoring of the LCAP actions. Teacher credentialing and induction of new teachers (Goal 4) is a vital part of the District's LCAP and is reviewed each year during the negotiation process. This is due to the fact that the bargaining units are directly related to the actions regarding high quality teachers, conditions of learning, and any action that funds teacher certificated and classified employee positions. A draft of the LCAP is posted to school and District websites with a form for any member of the District's bargaining unit members or community to use to provide feedback. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Board of Trustees | The Board of Trustees is kept informed of the development of the LCAP throughout the school year. In December, the School board was provided with a summary of the recent CA School Dashboard Indicators. Then in February the Director for Ed. Services presented the LCAP Mid-year annual update to the GJUHSD School Board which provides information on implementation levels and budget expenditures for LCAP Actions. Feedback from the Board at this meeting is impactful as the District moves forward in writing the LCAP. In May, the School Board receives a status report on LCAP development with the Narrative, Goal Analysis, Budget overview for Parents and Local Indicators presented on June 5th for the Public Hearing. Final approval for the LCAP is June 25th, 2026. Additionally, the board is informed regularly on the progress of Estrellita, which is a CSI school and an Equity Multiplier School. Public comment on the LCAP is welcome at every School Board meeting. |
| Estrellita Educational Partners regarding Equity Multiplier Goal | Feedback gathered through the Panorama surveys from Estrellita's student body, families, and staff was used to help inform the ongoing improvement process at the school. The students have made substantial gains in graduation rates, lowered suspension rates and overall attendance. The Students at Estrellita also participated in creating a large-scale mural on their building to reflect their bright futures after high school. Home visits, easy access to mental health counseling, and project-based learning are reported by students and parents as having made a huge difference in the number of students recovering credits and accomplishing their graduation goals. Estrellita is on track to meet its Equity Multiplier Goal by 2027. The School was awarded Model Continuation High School from the State of CA. last year School Board members participated in the site visit from the State during the award nomination process and gave input on the history and outstanding progress of the school to date. Estrellita has met its original goals for graduation and suspensions already within this LCAP Cycle and the 2026 Panorama school results show that Students at |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Estrellita continued | EHS have a strong sense of belonging at the school. There were 19 graduates in 2024, 63 graduated in June of 2025, and 52 for 2026. The number is only lower for school year 2025-26 because enrollment is lower – percentage wise Estrellita is closing in on 80% or higher graduation rate. Students at Estrellita are also now participating in Flag Football and Soccer and have won or placed in every tournament. Increasing attendance rate is the primary goal for the upcoming school year. |
| Special Education Local Plan Area (SELPA) Administrator | Throughout the 2025-26 school year, the SELPA administrator and the GJUHSD Director for Special Education along with the GJUHSD Directors for Student Services and Ed. Services engaged in the Inclusion Academy for the greater Sacramento region to have conversations about the progress of inclusion in our District as well as other neighboring Districts. Because of this shared experience, the Inclusion strategies learned will be fostered within the LCAP actions next year. Additionally, the Director for Special Education attends monthly meetings with the SELPA Director who provides important trainings and feedback on our Special Education program which is an integral part of our LCAP. |

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

Galt Joint Union High School District elicited input and feedback from its educational partners, including students, families, staff, teachers, administrators and community members regarding the metrics, goals, and actions which are included in the 2026-27 Local Control Accountability Plan (LCAP). The input was gathered through several means including surveys, focus groups, in-person meetings, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC) meetings and discussions with other District Educational partners. The Superintendent has on open door policy and is willing to meet with parents at their request any tie. All of the feedback and data

gathered for this LCAP was read, analyzed, and validated before being included in the overall LCAP report. Comparison to prior years' data, this year's update also demonstrates growth and improvement and/or areas of challenge for the District to address.

New metrics added to this LCAP Cycle are a result of information gathered from student and family surveys which included participation rates in the arts classes and world language classes and the tracking of the percentage of students who were takin grade-level math. The participation rates were added, in part, to respond to the concern of many students and families that the District needed to provide more opportunities to participate in a broad range of courses beyond the core classes. Tracking participation in grade-level math was suggested by teachers in a focus group discussion and by the curriculum and instruction team. This data will provide insight into how the District can work towards improving student outcomes in mathematics. Additionally, the District Advisory Committee members and the District English Learner Advisory Committee members suggested that GJUHSD monitor metrics that track D and F grades in order to take a more positive approach to interventions and services for students before the end of the semester or school year.

In the 2026-27 LCAP, our goals remain the same as last year. Goal 1 and Goal 2 are broad goals focusing primarily on achievement by providing students with equitable access to a broad range of high-quality courses and pathways ensuring that all courses are standards aligned and promote rigorous content and engaging learning activities. These goals ensure that we monitor students' progress in A-G work, provide engaging learning experiences, and ensure that our Career Technical Education pathways stay relevant and prepare students for life after high school. Goals 3 and 4 pertain to school culture and climate and the essential conditions for learning. Based on focus group feedback from students, there will be more intention to develop additional clubs on campuses and provide updated technology to the extent possible. These will be addressed in Goal 3. Parents would like to see more hands-on math applications and higher-level math offerings, including more AP courses and financial literacy, which will be addressed in Goal 5. The parent and students' feedback about the desire for more Spanish speaking paraprofessionals will be included in Goals 2 and 3. LCAP Goal 6 (Equity Multiplier) was influenced by the development of the Single Plan for School Achievement for Estrellita which is aligned to the LCAP goals, their School Site Council's recommendations, results from the school-level needs assessment, and the indicators from the CA School Dashboard. Goal 6 focuses on increasing graduation rates and reducing suspensions to better prepare students for college and career. Feedback from students, and the full support from the School Board and District Administration on the increased and improved services for Estrellita has shown demonstrable success on Estrellita's graduation and suspension rates. The Galt JUHSD's School Board guides LCAP goal development to meet the needs of all schools and school campuses. Teacher input is also vital to the LCAP and the results from the Panorama teacher/staff surveys this year revealed that teachers and staff alike want to see additional District-wide professional development opportunities which could address the implementation of more student supports all 6 goals.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Galt JUHSD will provide all students with equitable access to a broad range of high-quality courses and pathways that prepare them for college, career, and civic life. | Broad Goal |

State Priorities addressed by this goal:

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.

Galt Joint Union High School District is committed to providing a comprehensive, rigorous sequence of high school coursework to all students that adequately prepares them to pursue college, career, or military. However, several data indicators including the College and Career indicator show that Unduplicated pupils and Students With Disabilities do not access the full range of courses the District offers and often graduate underprepared for college or career. This goal was developed to address that issue. Ongoing progress monitoring of Goal 1 metrics will help the District identify and strategically plan interventions for Unduplicated pupils and Students With Disabilities such as:

- Credit recovery via an online platform
- More professional learning for staff on curriculum implementation and addressing learner variability, particularly for English Learners an Students With Disabilities.
- Support for struggling Learners in the area of academics and flexibility in teaching methods rather than a one-size-fits-all approach. - Summer programs to maintain and accelerate learning.
- A focus on Math, particularly on building Math fact fluency
- A focus on experiential Science instruction
- Ethnic studies for all students
- Technology resources to support core curricula
- Advanced coursework, including International Baccalaureate Advanced Placement, and the Seal of Biliteracy programs.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Least Restrictive Environmental Rate<br>% of Students With Disabilities in regular class setting 80% or more of the school day (SPED Annual Determination Letter & Data) | 74.4%<br>(2022-23) | 72.5%<br>(2024-25) | 65%<br>(2025-26) | 75% | -9.4% |
| 1.2 | d-ELD Participation Rate<br>% of English Learners enrolled in designated English Language Development (d-ELD)<br>(PowerSchool Enterprise Reports - Stored Grades) | EL: 75.6%<br>LTEL: 72.1%<br>(2023-24) | EL: 76.2%<br>LTEL: 72.7%<br>(2024-25) | EL: 79.55%<br>LTEL: 76.05%<br>(2025-26) | EL: 95.0%<br>LTEL: 90.0% | EL: +3.95%<br>LTEL: +3.95% |
| 1.3 | i-ELD Qualified Teachers Rate<br>% of teachers qualified to provide integrated English Language Development (i-ELD) instruction<br>(Human Resources) | 100%<br>(2023-24) | 100%<br>(2024-25) | 100%<br>(2025-26) | 100% | 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.4 | VAPA Participation Rate<br>% of students participating in visual and performing arts (VAPA) courses this year through third quarter (PowerSchool Enterprise Reports - Stored Grades) | All: 54.8%<br>EL: 41.7%<br>LTEL: 54.34%<br>SWD: 47.1%<br>SED: 51.8%<br>HY: 57.5%<br>His/Lat: 56.0%<br>(2023-24) | All: 60.1%<br>EL: 54.7%<br>LTEL:(Added in 25-26)<br>SWD: 55.9%<br>SED: 60.9%<br>HY: 59.6%<br>His/Lat :60.3%<br>(2024-25) | All: 61.85%<br>EL: 42.05%<br>LTEL: 54.34%<br>SWD: 56.92%<br>SED: 60.48%<br>HY: 55.73%<br>His/Lat: 60.27%<br>(2025-26) | All: 70%<br>EL: 65%<br>LTEL: 50%<br>SWD: 65%<br>SED: 70%<br>HY: 70%<br>His/Lat: 70% | All: +7.05%<br>EL: +0.35%<br>LTEL: 0%<br>SWD: +9.82%<br>SED: +8.68%<br>HY: -1.77%<br>His/Lat: +4.27% |
| 1.5 | World Languages Participation Rate<br>% of students participating in world language courses this year through third quarter (PowerSchool Enterprise Reports - Stored Grades) | All: 60.2%<br>EL: 47.2%<br>LTEL: 56.59%<br>SWD: 36.3%<br>SED: 57.0%<br>HY: 58.8%<br>His/Lat: 61.4%<br>(2023-24) | All: 59.1%<br>EL: 44.3%<br>LTEL: (Added in 25-26)<br>SWD: 43.6%<br>SED 62.2%<br>HY: 53.2%<br>His/Lat: 63.9%<br>(2024-25) | All: 56.08%<br>EL: 45.45%<br>LTEL: 56.59%<br>SWD: 37.31%<br>SED: 58.38%<br>HY: 61.46%<br>His/Lat: 61.56%<br>(2025-26) | All: 70%<br>EL: 65%<br>LTEL: 50%<br>SWD: 5%<br>SED: 70%<br>HY: 70%<br>His/Lat: 70% | All: -4.12%<br>EL: -1.75%<br>LTEL: 0%<br>SWD: +1.01%<br>SED: +1.38%<br>HY: +2.66%<br>His/Lat: +0.16% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.6 | A-G Completion Rate<br>% of graduating seniors who met UC/CSU 'A-G' requirements<br>(CA School Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion Report) | All: 35.4%<br>EL: 9.1%<br>SWD: 10.3%<br>SED: 28.7%<br>HY: 20.0%<br>His/Lat: 34.4%<br>(2022-23) | All: 36.3%<br>EL: 17. I%<br>SWD: 15.4%<br>SED: 29.5%<br>HY: 28.6%<br>His/Lat: 30.7%<br>(2024-25) | All: 44%<br>EL: 34.4%<br>SWD: 23.4%<br>SED: 41.3%<br>HY: 38.5%<br>His/Lat: 42.4%<br>(2025-26) | All: 45%<br>EL: 25%<br>SWD: 25%<br>SED: 40%<br>HY: 35%<br>His/Lat: 45% | All: +8.6%<br>EL: +25.3<br>SWD: +13.1%<br>SED: +12.6%<br>HY: +18.5%<br>His/Lat: +8.0% |
| 1.7 | CTE Participation Rate<br>% of students participating in Career Technical Education (CTE) courses this year (PowerSchool Enterprise Reports - Stored Grades) | All: 75.6%<br>EL: 56.1%<br>LTELS: 54.34%<br>SWD: 63.3%<br>SED: 69.4%<br>HY: 61.3%<br>His/Lat: 75.1%<br>(2023-24) | All: 60.6%<br>EL: 40.8%<br>LTELS:(Added in 25-26)<br>SWD: 45.5%<br>SED: 59.8%<br>HY: 62.9%<br>His/Lat 59.7%<br>(2024-25) | All: 57.43%<br>EL: 38.64%<br>LTELS: 54.34%<br>SWD: 40.77%<br>SED: 49.35%<br>HY: 41.67%<br>His/Lat: 48.37%<br>(2025-26) | All: 80%<br>EL: 70%<br>LTEL: 50%<br>SWD: 75%<br>SED: 80%<br>HY: 75%<br>His/Lat: 80% | All: -18.17%<br>EL: -11.78%<br>LTEL: 0%<br>SWD: -22.53%<br>SED: -20.05%<br>HY: -19.63%<br>His/Lat: -26.72% |
| 1.8 | CTE Pathway Completion Rate % of graduating seniors who completed a Career Technical Education (CTE) pathway (CA School Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion Report) | All: 30.5%<br>EL: 7.6%<br>SWD: 7.6%<br>SED: 27.5%<br>HY: 5.7%<br>His/Lat: 28.2%<br>(2022-23) | All: 35.6%<br>EL: 14.1%<br>LTELS:(Added in 25-26)<br>SWD: 21.8%<br>SED: 28%<br>HY: 17.9%<br>His/Lat 9.6%<br>(2023-24) | All: 43.4%<br>EL: 16.7%<br>LTELS: 7.6%<br>SWD: 9.1%<br>SED: 38.3%<br>HY: 14.3 %<br>His/Lat: 11.7%<br>(2024-25) | All: 45%<br>EL: 30%<br>SWD: 35%<br>SED: 45%<br>HY: 35%<br>His/Lat: 45% | All: +12.9%<br>EL: +9.1%<br>LTEL 0%<br>SWD: -5.3%<br>SED: +10.8%<br>HY: +8.6%<br>His/Lat: -16.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.9 | A-G & CTE Completion Rate % of graduating seniors who completed both met the UC/CSU 'A-G' requirements and completed a Career Technical Education (CTE) pathway (CA School Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion Report) | All: 14.1%<br>EL: 0%<br>SWD: 2.6%<br>SED: 10.5%<br>HY: 0%<br>His/Lat: 12.3%<br>(2022-23) | All: 16.5%<br>EL: 3.5%<br>SWD: 5.1%<br>SED:10.2%<br>HY: 10.7%<br>His/Lat:12.1%<br>(2024-25) | All: 52.3%<br>EL: 10.2%<br>SWD: 1.6%<br>SED: 24%<br>HY: 3.4%<br>His/Lat: 23.7%<br>(2025-26) | All: 23%<br>EL: 15%<br>SWD: 18%<br>SED: 23%<br>HY: 15%<br>His/Lat: 23% | All: +38.2%<br>EL: +10.2%<br>SWD: +1.0%<br>SED: -13.5%<br>HY: +3.4%<br>His/Lat: +11.4% |
| 1.10 | AP Participation Rate % of students participating in Advanced Placement (AP) courses this year (PowerSchool Enterprise Reports - Stored Grades) | All: 20.0%<br>EL: 5.0%<br>SWD: 1.8%<br>SED: 15.6%<br>HY: 13.8%<br>His/Lat: 17.8%<br>(2023-24) | All: 21.5%<br>EL: 7.0%<br>LTEL:(Added in 25-26)<br>SWD: 4.6%<br>SED: 31.9%<br>HY: 24.2%<br>His/Lat: 30.1%<br>(2024-25) | All: 27%<br>EL: 0%<br>LTEL: 0%<br>SWD: 18.2%<br>SED: 26.1%<br>HY: 14.3%<br>His/Lat: 27.5%<br>(2025-26) | All: 25%<br>EL: 15%<br>LTEL: 10%<br>SWD: 10%<br>SED: 25%<br>HY: 20%<br>His/Lat: 25% | All: +7.0%<br>EL: -5.0%<br>LTEL:(Added in 25-26)<br>SWD: +2.6%<br>SED: +12.3%<br>HY: -3.4%<br>His/Lat: +9.7% |
| 1.11 | AP Exam Pass Rate % of Advanced Placement students who earned a 3 or higher on one or more Advanced Placement (AP) Exams (College Board Reports - Current Year Score Summary, Aggregated by District) | All: 51.6%<br>EL: 3.3%<br>SWD:0.5%<br>SED: 40.9%<br>HY: 7.2%<br>His/Lat: 64.6%<br>(2023) | All: 63%<br>EL: 0.3%<br>SWD: 0.0%<br>SED: 30.3%<br>HY: 2.6%<br>His/Lat: 26.6%<br>(2024) | All: 65%<br>EL: .05%<br>SWD:0.0%<br>SED: 33%<br>HY: .04%<br>His/Lat: 36.5%<br>(2025) | All: 60%<br>EL: 10%<br>SWD:10%<br>SED: 60%<br>HY: 45%<br>His/Lat: 75% | All: +2.0%<br>EL: -3.25%<br>SWD: -0.5%<br>SED: -7.9%<br>HY:-7.16 %<br>His/Lat: -28.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.12 | State Seal of Biliteracy Rate<br>% of graduating seniors who earned the State Seal of Biliteracy (SSB)<br>(DataQuest - Four-Year Adjusted Cohort Graduation Rate Report) | All: 2.7%<br>EL: 1.8%<br>SWD: 1.8%<br>SED: 13.9%<br>HY: 6.7%<br>His/Lat: 16.5%<br>(2022-23) | All: 19.3%<br>EL: 16.7%<br>SWD: 5.3%<br>SED: 21.0%<br>HY: 9.1%<br>His/Lat: 23.8%<br>(2023-24) | All: 17.3%<br>EL: 4.7%<br>SWD: 4.7%<br>SED: 17.5%<br>HY: 7.7%<br>His/Lat: 21.2%<br>(2024-25) | All: 20%<br>EL: 15%<br>SWD: 13%<br>SED: 20%<br>HY: 15%<br>His/Lat: 25% | All: +14.6%<br>EL: +2.9%<br>SWD: +2.9%<br>SED: +3.6%<br>HY: -1.0%<br>His/Lat: +4.7% |
| 1.13 | Golden State Seal Merit Diploma Rate<br>% of graduating seniors who earned the Golden State Seal Merit Diploma (GSSMD)<br>(DataQuest - Four-Year Adjusted Cohort Graduation Rate Report) | All: 26.4%<br>EL: 0%<br>SWD: 8.9%<br>SED: 21.5%<br>HY: 20.0%<br>His/Lat: 23.8%<br>(2022-23) | All: 19.5%<br>EL: 5.6%<br>SWD: 3.5%<br>SED: 15.6%<br>HY: 9.1%<br>His/Lat: %<br>(2023-24) | All: 23.2%<br>EL: 4.7%<br>SWD: 3.1%<br>SED: 15.7%<br>HY: 15.4%<br>His/Lat: 17.3%<br>(2024-25) | All: 40%<br>EL: 25%<br>SWD: 30%<br>SED: 40%<br>HY: 40%<br>His/Lat: 40% | All: -3.2%<br>EL: +4.7%<br>SWD: -5.8%<br>SED: -5.8%<br>HY: -4.6%<br>His/Lat: -6.5 % |
| 1.14 | College/Career Indicator<br>% of students identified as 'prepared' for college and/or career as measured by the College/Career Indicator on the CA School Dashboard<br>(CA School Dashboard - College and Career Indicator) | All: 35.9%<br>EL: 1.5%<br>SWD: 6.8%<br>SED: 28.9%<br>HY: 15.2%<br>His/Lat: 33.0%<br>(2022-23) | All: 43.9%<br>EL:18.8%<br>SWD:11.7%<br>SED:34.7%<br>HY: 25.0%<br>His/Lat: 35.8%<br>(2024-25) | All: 45.6%<br>EL: 8%<br>SWD: 13.4%<br>SED: 36.6%<br>HY: 22.6%<br>His/Lat: 40%<br>(2025-26) | All: 45%<br>EL: 20%<br>SWD: 25%<br>SED: 40%<br>HY: 30%<br>His/Lat: 45% | All: +9.7%<br>EL: +6.5%<br>SWD: +6.6%<br>SED: +7.7%<br>HY: +7.4%<br>His/Lat: +7.0% |

# Goal Analysis [2025-26]

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

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

**1:1 Access to Broad Course of Study - Fully Implemented**

Rigorous course sequences are in place at both comprehensive high schools and the continuation high school. There will also be a concerted efforted by the District to reclassify more EL students more expeditiously which will allow multilingual students increased access to a broad course of study and there are no longer any barriers in the form of prerequisite courses to enter into District CTE Pathway. Additionally, the new elective, Ethnic Studies, is now A-G approved and GJUHSD remains committed to increasing A-G completion rates as evident in the 14% increase in A-G completion by seniors in 2025-26. To match the CA School Dashboard the District has added the LTEL measure to Goal 1 metrics: 1.4,1.5,1.7,1.10.

**1.2: Access to Broad Course of Study: Visual and Performing Arts, World Languages, Electives - Partially Implemented**

The Spanish Language course sequence has not yet been implemented at Estrellita. New equipment and materials from Prop 28 funds have enhanced the offerings in the Visual Arts courses. Leadership courses and other electives provide all students access to a wide variety of course work. VAPA students at Estrellita worked collaboratively with a professional artist to create the first ever school mural to highlight the vision and promise of a bright future. Additionally, to match the CA School Dashboard the District has added the LTEL measure to Goal 1 metrics: 1.4,1.5,1.7,1.10.

**1.3: Access to Broad Course of Study: Career Technical Education - Fully Implemented**

CTE courses are fully enrolled, and several Agriculture pathway students have participated and won statewide competitions this year, along with STEM pathway students who competed in Skills USA. A Cybersecurity Pathway beginning in 2026-2027 will increase the STEM offerings at Galt high School and at all 8$^{th}$ grade shadow days now include a segment on CTA pathways which are intentionally highlighted to inform incoming students of their elective options. All CTE Pathways are currently affiliated with and participating in a Career Technical Student Organization. Additionally, to match the CA School Dashboard the District has added the LTEL measure to Goal 1 metrics: 1.4,1.5,1.7,1.10.

**1.4: Empowering Student Success: College Credit Opportunities - Partially Implemented**

A substantive delay in this action was the District not being currently part of a C-Cap agreement (Regional K-16 Consortium) with a CA Community College. GJUHSD is, now collaborating with Delta College in San Joaquin County but does not have an enrollment procedure for our students in place at this time. It is the District's formalize this partnership for dual enrollment in 2026-2027. There are 37 Advanced Placement courses in place at each of the comprehensive high schools. Additionally, to match the CA School Dashboard the District has added the LTEL measure to Goal 1 metrics: 1.4,1.5,1.7,1.10

**1.5: Special Education Programs and Services - Fully Implemented (LREGB)**

A substantive change this year has been the hiring of two new School Psychologists professionals (one who replaced the outgoing psychologist and a brand new hire to increase capacity for all three school sites). The School Psychologists are available to conduct risk assessments for students with mental health issues and provide academic and behavior assessments, along with determining Special Education eligibility. GJUHSD was challenged by the unexpected resignation of one Education Specialist but was able to hire another Specialist and only had a few months of vacancy.

**1.6: Enhancing English Language Development (ELD) for Student Success - Partially Implemented**
This year GJUHSD entered into Differentiated Assistance with the Sacramento County Office of Education due to the low performance of Long Term English Learners. A team of teachers and administrators attended four meetings with the County Office of Ed. to create an ongoing plan for improvement which will consists of articulation with the feeder school Districts regarding reclassification processes, a revision of our the District's own reclassification processes that will alleviate barriers for students and the created of an overall awareness of LTELs by utilizing the icon markers to alert teachers of a in our School Information System to alert teachers to the areas of need for students designated as English Learners and Long Term English Learners. The updated District's English Learner Plan is in the approval process phase by various committees and will be up for School Board approval in June of 2026. The District's DELAC has joined with the Parent Project meetings which has doubled the participation by Spanish speaking parents/guardians.

**1.7: College and Career Readiness for All Students - Partially Implemented**
This action is partially implemented as the District is still in Differentiated Assistance for Long-Term English Learners' low performance on the College and Career Readiness Indicator (CCI); however, all other student groups experienced growth on the CCI. Additionally, counselors and staff are helping direct students into college and career ready courses, and CTE pathways through small group counseling sessions, College and Career Nights, AVID college presentations and 1:1 counseling. All students are encouraged to participate in other resources such Athletics, FFA, Leadership class, A-G courses and after school clubs in an effort to promote student success and well-being.

**1.8: Academic & College/Career Counseling for Student Success - Fully Implemented (LREGB)**
This action is fully implemented and also utilizes LREGB funds for counseling support - by funding a full-time counselor who serves both comprehensive campuses and is on-call for Estrellita high school. The College and Career Guidance Initiative was implemented this year with support from the California Colleges.edu platform. Counselors have been trained to use the website to help students experience career exploration, personality assessments, career inventories, the ability to create a four-year plan for graduation, and to seamlessly apply to California Colleges.

**1.9: Empowering Student Success Multiple Pathways to Graduation - Fully Implemented (LREGB)**
The action is fully implemented and also utilizes LREGB funds for summer school. Summer School serves approximately 300 students a year who take courses for credit recovery with a success rate of 96%. The flex academy (with the Edgenuity platform) regularly serves 25 students a quarter who are in need of credit recovery, and students can re-take an A-G course for a higher grade in an independent format. Estrellita Continuation High School has seen strong results using the Edgenuity platform for self-paced credit recovery work and has substantially increased their graduation rates already this year. The CARE Program, sponsored by the Sacramento County Office of Education (SCOE), is located on the Estrellita campus and has thrived this year at providing services for at-risk students in a self-contained classroom setting. The Colley Program has been equally successful in providing an independent alternative school setting in collaboration with the Sacramento COE

for Expelled and Chronically Absent students. The Adult school also continues to provide programs in the evening on the Estrellita campus offering courses for students to finish high school as adults as well as enrichment courses.

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.

**GJUHSD uses plus or minus 10% as the threshold for material differences. The following actions in this goal met or exceeded this threshold.**

**1:1** Access to Broad Course of Study
Budgeted $114,519.00/Estimated Actual $180,445.00 (-57.57%)
Rationale: Departmental budgets at school sites were largely overspent and will be taking 10% budget reduction for 2026-27 school year.

**1.2:** Access to Broad Course of Study: Visual and Performing Arts, World Languages, Electives
Budgeted $196,103.00/Estimated Actual $245,019.00 (-24.94%)
Rationale: Budget for materials and supplies and textbooks was overspent due to new AP textbooks

**1.3:** Access to Broad Course of Study: Career Technical Education
Budgeted $597,537.00/Estimated Actual $665,947.00 (-11.45%)
Rationale: Negotiated raises were added to the expenditures after the adopted budget causing overage.

**1.4:** Empowering Student Success: College Credit Opportunities
Budgeted $15,500.00/Estimated Actual $0.00 (+100%)
Rationale: There were no Dual Enrollment costs - program postponed

**1.5:** Special Education Programs and Services - (LREGB) - No material differences

**1.6:** Enhancing English Language Development (ELD) for Student Success - No material differences

**1.7:** College and Career Readiness for All Students - No material differences

**1.8:** Academic & College/Career Counseling for Student Success - No material differences

**1.9:** Empowering Student Success: Multiple Pathways to Graduation - No material differences

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

**1:1 Access to Broad Course of Study - Effective**

Access to Broad Course of Study - Effective This action is considered effective due to the comprehensive range of A-G coursework GJUHSD offers in Math, English Science and Social Science along a variety of AP courses. The data indicates strong increases in A-G completion rates for the majority of student groups and some increases in AP course participation. (To match the CA School Dashboard the District has added the LTEL measure to Goal 1 metrics: 1.1,1.4,1.5,1.7,1.10.)

**A-G Completion**

All: 44% increase of +7.7%
EL: 34.4% increase of +17.3%
SWD: 23.4% increase of +8%
SED: 41.3% increase of +11.8%
HY: 38.5% increase of +9.9%
His/Lat: 42.4% increase of +11.7%
(2025)

**AP Course Participation**

All: 27% increase of +5.5%
EL: 0% decrease -7%
LTEL: 0% decrease of -5.2%
SWD: 18.2% increase of +13.6%
SED: 26.1% decrease of -5.8%
HY: 14.3% decrease of -10.1%
His/Lat: 27.5% decrease of -2.6%
(2025-26)

**1.2: Access to Broad Course of Study: Visual and Performing Arts, World Languages, Electives - Partially Effective** VAPA students at Estrellita worked collaboratively with a professional artist using Prop 28 funding to create the first ever school mural to highlight the vision and promise of a bright future for all students at the school. This action is partially effective as it demonstrates the broad course of study and diverse electives the GJUHSD Comprehensive High Schools offer; however, some courses were under enrolled due to scheduling conflicts with ELD courses or AP courses. World Languages saw a substantial increase in enrollment overall in the District and more students are now seeking alternatives to meet the graduation requirement for electives. This year there are also 86 Seal of Biliteracy earners in the District. GJUHSD has Leadership courses and other diverse electives such as Criminal Justice and Ethnic Studies became available in the current school year 2025-26 along with AP Networking in the second semester of this school year.

**VAPA Enrollment**

All: 52.55% increase of +9.3%
EL: 34.09% increase of +7.96%
SWD: 43.85% increase of +13.07%

SED: 51.15% increase of +9.33%
HY: 44.27% increase of +11.46 +%
His/Lat : 51.54% increase of +8.73%
(2025-26)

**World Languages Enrollment**

All: 34.36% increase of +21.72%
EL: 29.55% increase of +15.90%
SWD: 19.23% increase of + 18.08%
SED: 36.51% increase of +21.87%
HY: 32.29% increase of +29.17%
His/Lat: 39.04% increase of +22.52%
(2025-26)

**1.3: Access to Broad Course of Study: Career Technical Education – Effective**

CTE courses are fully enrolled, and several Agriculture pathway students have participated and won statewide competitions this year, along with STEM pathway students who competed in Skills USA. A Cybersecurity Pathway beginning in 2026-2027 will increase the STEM offerings at Galt high School and at all 8th grade shadow days review CTA pathways which are intentionally highlighted to inform incoming students of their elective options. All CTE Pathways are currently affiliated with and participating in a Career Technical Student Organization. This action is considered effective due increases in CTE pathway completion rates, and the fact that CTE participation rates are up this year due to stronger recruitment efforts, and a strong FFA program maintained at both comprehensive high schools.

**CTE Pathway Completers**

All: 43.4% increase of +7.8%
EL: 16.7% increase of +2.6%
SWD: 9.1% decrease of -12.7%
SED: 38.3% increase of +10.3%
HY: 14.3% decrease of -3.6%
His/Lat: 1.7% increase of +2.1%
(2025-26)

**CTE Participation Rates**

All: 57.43 % decrease of -3.17 %
EL: 38.64% decrease of -2.66 %
SWD: 40.77% decrease of -4.73%
SED: 49.35% decrease of -10.45%
HY: 41.67% decrease of -21.23%

His/Lat: 48.37% decrease of -11.4%
(2025-26)

**A-G and CTE Completion rates for Graduating Seniors**

All:  52.3% increase of  +35.8%
EL:  10.2% increase of  +6.7%
SWD:  1.6% decrease of  -3.5%
SED: 24% decrease of  13.8%
HY:  3.4% decrease of  -7.3%
His/Lat: 23.7% increase of  +11.6%
(2025)

**1.4: Empowering Student Success: College Credit Opportunities – Partially Effective**

This action is considered partially effective due to the fact that not all of the prior year's AP courses were offered this year.  and a District sanctioned dual enrollment program is still in the planning stages. However, the overall passing percentage rate for AP examinations went up by 1.5% with a District  AP pass rate of 64.5% (students scoring a 3 or higher on the examination. The District offered the following AP courses for 2025-2026:  AP Networking, 2D and 3D Art Design, Biology Calc AB, Computer Science, Eng. Lang. Composition, Physics 1, Psychology, Spanish Language, Spanish Literature, Stats, US Gov., US History, and World History. AP participation: 496 exams were taken by GJUHSD students in 2025. GJUHSD did not implement dual enrollment this year as the C-Cap partnership is still being formulated with Delta College, therefore there is no data for a Dual Enrollment report.

**1.5: Special Education Programs and Services - (LREGB) Effective**

The action is deemed effective due to the success Students With Disabilities have with completing courses in general education summer school. Summer School Rates: 95% passing rates for all course attempted by students seeking credit recovery. 23.4% of the 2025 graduating seniors who were Students With Disabilities completed their A-G requirements. Graduation rates for Students With Disabilities in 2025 was 81%, which is substantially higher than the county and state averages. Equity and Inclusion professional development was conducted in the fall for District-wide professional development, and the Directors of Special Ed, Education Services, and Student Services attended the regional Inclusion Academy provided by the El Dorado County Office of Education. For the 2026-27 school year, Special Education department chairs, and Director of Special Education will be attending training on legal compliance in IEPs to prepare for 2026-27 school year.

**1.6: Enhancing English Language Development (ELD) for Student Success - Partially Effective**

This action is partially effective. All English Learners at Galt High School are enrolled in Designated ELD, the District offers Newcomers, ELD 1, 2, and 3 courses using the iLit curriculum at both comprehensive high schools. The training for teachers to support Newcomers and at-risk English Learners occurred in the fall with training provided by iLit and ELLevation. However, many students were unable to reclassify as proficient because they do not meet the local District criteria of scoring a 3 or 4 in English on the CAASPP. This criterion has been revised and reviewed by the District DELAC and DAC committees as well as administrative and teacher teams. The new criterion will utilize the BOY

assessment provided in the English course curriculum and students will need a passing grade in English and/or English Language Development. The MTSS team also met with feeder school representatives to review reclassification for incoming 8th graders. Reclassification Rates for GJUHSD in 2025 were 33% of English Learners. The English Learner Progress Indicator states 36.5% of English Learners are making progress towards fluency which is a decline of 7% from last year. The District believes the newly establish reclassification process will help to increase overall reclassifications.

**1.7: College and Career Readiness for All Students - Partially Effective**
This action is partially effective because many student groups increased their score on the CCI, but graduation rates maintained but did not increase. GJUHSD's College and Career Indicator measures 45.6% of students prepared, which is an increase from last year of 1.9%. AVID is a college/career focused course available to all students as an elective. Currently 199 students in the District (approx. 10% of students) are enrolled in an AVID course. A-G completion rate for all graduating seniors in 2025 was 46.7% - a substantial increase of 10.4% from last year.
23.2% of seniors earned the State Seal Merit Diploma
17.3% of seniors earned the State Seal of Biliteracy

**1.8: Academic & College/Career Counseling for Student Success – Partially Effective (LREGB)**
This action is partially effective due to the increased services in counseling using LREGB funds. Targeted Support for Unduplicated Pupils and Students With Disabilities through the counseling department and our homeless/Foster Youth liaison, using the California College and Career Guidance Initiative platform to provide college and career exploration, as well as college and career nights on campus and guest speakers from different careers and college campus visits. LREGB funds help support an additional counselor who is part time at both comprehensive high schools.
College and Career Readiness Scores increased by 1.9% over last year.
Graduation Rates are 92.9%, which is higher than both county and state average.

**1.9: Empowering Student Success Multiple Pathways to Graduation - Effective (LREGB)**
This action is deemed effective as the District is able to offer multiple pathways to graduation.
Edgenuity updates - Students use the online platform for credit recovery at all three high schools, 682 students used this platform for at least one course.
Number of students in CARE = 23 students provided with small setting, one teacher – general education instructional environment
Number of Students in Colley = 38 students in the SCOE sponsored alternative education program
Independent Study = 26 students who request or are assigned in independent program using Edgenuity
Estrellita graduates = 51 for 2026
Summer School Credit Recovery = 41 students using Edgenuity with a pass rate of 95%

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.

**Goal 1**: There are no changes to the planned goal or metrics or targeted outcomes, however there are some slight changes made to actions in this goal that resulted from reflection on prior practice.

**1:1** Access to Broad Course of Study - There will be a new monitoring system put in place for each department budget. Budget for this action is substantially reduced for 2026-27 because the departmental budgets/site discretionary funds will be redirected to other funding sources.

**1.2:** Access to Broad Course of Study: Visual and Performing Arts, World Languages, (Electives)
This funding has been increased due to increased costs of supplies and materials for elective courses.

**1.3:** Access to Broad Course of Study: Career Technical Education – Budget for this action is increased for 2026-27 due to the 2.5% cola increase and additional FTE for CTE Ag and Culinary courses.

**1.4:** Empowering Student Success: College Credit Opportunities - GJUHSD will work to enter into a dual enrollment agreement in 2026-27 and ensure students taking an AP course will also take the AP examination. Budget for this action stays the same until a C-CAP agreement becomes a reality for Dual Enrollment in the District.

**1.5:** Special Education Programs and Services - (LREGB) - The District reduced this action slightly as payroll costs for this action have been reduced

**1.6:** Enhancing English Language Development (ELD) for Student Success - The District is planning to add more emphasis on reclassification of English Learners in this action. Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column.

**1.7:** College and Career Readiness for All Students - Tracking the success of students Long-Term English Learners is now a primary focus for the District's Differentiated Assistance program. Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column and a rise in costs for materials and supplies.

**1.8:** Academic & College/Career Counseling for Student Success - The District has fully implemented the College and Career Guidance Initiative for Career Exploration and 4-year planning as required by the State of California. Counselors have completed a first draft of a new District Counseling Handbook. Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column.

**1.9:** Empowering Student Success Multiple Pathways to Graduation - (LREGB) This year the District approved an Alternative Pathways to graduation for Students With Disabilities and will fully establish the pathway for 2026-27 school year. Budget for this action is decreased slightly for 2026-27 due to use of other funding resources for materials and supplies and some payroll expenses.

**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** | Access to Broad Course of Study: Core | At the District, we are committed to providing a comprehensive range of coursework in math, English, science, and social science.<br><br>Rigorous Core Sequences:<br>Students will have access to a four-year sequence of courses in these critical areas. Our curriculum aligns rigorously with California state standards and frameworks, ensuring that students receive a robust education. All students, including unduplicated students and those with disabilities, will be guided toward a rigorous set of core courses which have been approved to meet the UC/CSU A-G requirements. We provide necessary supports, interventions, and remediation to accelerate learning and foster success in A-G approved core coursework.<br><br>College Preparatory Coursework:<br>Our commitment extends to developing and designing curriculum that meets the stringent requirements set by the UC and CSU systems for A-G approval. Our goal is to have all non-remedial coursework A-G approved. Additionally, we actively explore and address potential barriers preventing unduplicated students from meeting A-G requirements. Recognizing the aspirations of potential future college athletes, we strive to get all coursework NCAA-approved.<br><br>Departmental Budgets:<br>Departments will receive discretionary budgets to purchase supplies, materials, and equipment. These resources directly support effective instruction and enhance the learning experience. | $308.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.2** | Access to Broad Course of Study: Visual and Performing Arts, World Languages, Electives | We believe that education extends beyond the core subjects. Our commitment to well-rounded learning ensures that students explore a variety of subjects, nurturing their interests and skills.<br><br>Health and Physical Education:<br>All students participate in health and physical education courses. These classes emphasize the importance of maintaining overall well-being, both physically and mentally.<br><br>Spanish Language Sequences:<br>Estrellita provides a comprehensive four-year sequence of Spanish courses. Whether students are beginners or native speakers, they can delve into the richness of the language and culture.<br><br>Vibrant Arts Courses:<br>Our arts curriculum is diverse and engaging. Students can choose from courses such as art, sculpture, ceramics, digital photography, and music. In the 2023-24 academic year, we are excited to introduce theatre offerings, thanks to our new Theatre teacher. Additionally, an arts coordinator will champion arts education District-wide.<br><br>Leadership Opportunities:<br>The District offers several avenues for students to develop leadership skills, including Leadership, Agriculture Leadership, and Link Crew, a mentorship program where upperclassmen guide and support incoming students during their transition to high school.<br><br>Diverse Electives:<br>The District offers a variety of other electives such as psychology, criminal justice, forensic science, anatomy and physiology, global issues, film studies, and creative writing. | $321,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **1.3** | Access to Broad Course of Study: Career-Technical Education | The District recognizes that Career-Technical Education (CTE) is a vital component of every student's high school education. We are fully committed to providing the highest quality CTE courses and pathways.<br><br>Our ongoing efforts include:<br><br>Expanding High-Quality CTE Pathways:<br><br>We will continue to support and enhance high-quality CTE pathways, such as Agriculture, Engineering, Information Technology, Sports Medicine, and Hospitality/Culinary. Our staff is actively exploring additional pathways that align with student interests.<br><br>Encouraging Student Participation:<br><br>CTE Department Chairs will collaborate with counselors to encourage all students, including unduplicated students, to engage in and complete at least one three-course CTE pathway. We are dedicated to identifying and removing any barriers that may hinder unduplicated students' access to these valuable pathway courses.<br><br>Developing Comprehensive CTE Programs:<br><br>District staff will work closely with CTE Department Chairs to further develop pathways that meet the standards of a high-quality CTE program. This includes establishing advisory boards, particularly for sports medicine and culinary pathways, and encouraging participation in career-technical student organizations related to sports medicine. | $1,891,899.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
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| **1.4** | Empowering Student Success: College Credit Opportunities | The District firmly believes that providing students with opportunities to earn college credit enhances their achievement during high school and beyond. Additionally, it has the potential to alleviate the overall costs associated with college attendance.<br><br>Here are the key initiatives we are committed to:<br><br>Advanced Placement (AP) Opportunities:<br>The District will continue to offer a diverse range of Advanced Placement courses for students. We are actively exploring ways to minimize barriers to access and increase participation in AP coursework, particularly among unduplicated students. To support equitable access, the District will continue to subsidize the cost of AP exams for all students. We recognize and celebrate students who successfully pass one or more AP exams through a dedicated recognition program.<br><br>Dual/Concurrent Enrollment and Articulation:<br><br>Collaborating with local community colleges and state universities, the District aims to develop dual/concurrent enrollment courses.<br>These courses provide students with the opportunity to earn both high school and college credit simultaneously. Additionally, we are committed to supporting Career Technical Education articulation agreements, ensuring seamless pathways for students pursuing technical and vocational careers. | $15,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
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| **1.5** | Special Education Programs and Services | The District will continue to provide supports for students receiving special education services. Each student is provided with a case manager with a special education credential who monitors student progress, ensures the student's IEP is followed, and consults with staff and families to assist with student progress. In addition to case management duties, special education teachers will teach curriculum support and math intervention classes. Transition services, directed by the Transition Partnership Program Coordinator are also provided in the curriculum support classes. Push-in intervention services are provided by special education teachers in general education classes.<br><br>The District has added a mild/moderate special day class on each campus. This class is for students with mild to moderate disabilities who would benefit from a self-contained classroom setting for part or all of the day.<br><br>Math Essentials, a new class which uses the Math 180 curriculum, will be offered at each site for Students With Disabilities who have significant deficiencies in their math learning. Teachers will be provided with training on the effective implementation of the Math 180 curriculum. Further, special education teachers will also be receiving training on the use of Read 180, a reading intervention curriculum, as this course will be added in the 2025-26 school year.<br><br>The District will provide a refresher in-service on completing Individual Education Program forms and special education teachers have continued access to professional development offered by the Special Education Local<br><br>Plan Agency (SELPA). The Special Education Department will be supporting current goals through staff development training, administrative support, and communication. | $5,186,582.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
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| | | Instructional paraprofessionals will provide support in general education classes, as well as support the special education teachers in their Curriculum Support classes. Additionally, they will provide 1:1 and small group instruction when necessary. Instructional Paraprofessionals will continue to participate in online professional development courses offered by the District. The District will provide training and collaboration time for teachers and paraprofessionals to work together to improve the effectiveness of paraprofessionals in the classroom.<br><br>Summer school and other credit recovery opportunities will be available to all Students With Disabilities. The District will investigate ways to provide more opportunities for Students With Disabilities to participate in summer learning to maintain academic progress.<br><br>Sites will explore ways to promote more inclusion of Students With Disabilities in school events, activities, and extracurricular activities. Liberty Ranch High School offers the Social Exchange Program. A small group of Students With and Without Disabilities who meet monthly to promote social skills and acceptance among peers.<br><br>The District's School Psychologist will continue to offer individual and group counseling to students as described in their Individual Education Programs. The School Psychologist is available to all students as necessary. The District will contract with outside agencies to offer additional social-emotional supports and counseling.<br><br>The Least Restrictive Environment (LRE) Committee, similar to MTSS, addresses referrals concerning Special Education students. The LRE Committee will meet monthly to hear new or continuing SPED cases and will be attended by the Director of Special Education, the Director of Student Services, District school psychologist, and academic counselors.<br><br>The Director of Special Education will explore ways to increase engagement with parents of Students With Disabilities. | | |

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| | | The District is offering a stipend to all special education teachers in an effort to recruit and retain special education teachers. The District will be hiring a<br><br>Behavior Intervention Specialist (BCBA) to help mitigate inappropriate behaviors.<br><br>**LCAP Action 1.5** is an LREGB Action and will be funded in part by LREGB funds to support Students With Disabilities for summer school. The metric used to monitor the impact of the LREGB funded portions of this action is:<br>LCAP Metric 1.6:<br>A-G Completion Rate<br>% of graduating seniors who met UC/CSU 'A-G' requirements<br>(CA School Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion Report)<br>Fiscal impact: $25,000<br>Remaining LREGB funds will continue to support summer school for Students With Disabilities and additional tutoring and curriculum support for Mild/Moderate and RSP students.<br>Research Based Justification:<br>Peterson, T., ed. (2013) The Power of Afterschool and Summer Learning for Student Success.<br>Research conducted by AIR found that summer school students reported that flexible course time was an instructional factor that led to greater engagement with the material. Students felt that the longer instructional periods for summer school provided a better opportunity to focus on the lessons. Students also mentioned that the pace of the credit recovery course allowed them to slow down and engage more deeply with the content. (May, 2024)<br>Local Indicator: 92% of GJUHSD student complete credit recovery courses in summer school. | | |

| Action # | Title | Description | Total Funds | Contributing |
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| **1.6** | Enhancing English Language Development (ELD) for Student Success | The District remains committed to enhancing its English Language Development (ELD) program and services to better support all English Learners. As a significant number of English Learners in the District fall into the category of long-term English Learners—those who have been classified as English Learners for six or more years—we prioritize their academic fluency in English and aim to reclassify them before graduation. Because of these disproportionate numbers of LTELs the District will focus Professional Development for helping teachers to implement more instructional strategies and monitoring tools such as Ellevation for Long Term English Learners progress in their classes.<br><br>Structured English Immersion Program:<br>Our Structured English Immersion program provides targeted support for English Learners in acquiring the English language.<br>Each student receives designated English Language Development (ELD) courses, specifically designed to improve fluency.<br>We offer three levels of designated ELD: Emerging, Expanding, and Bridging. Students are placed in the level that aligns with their current English proficiency. To better support our long-term English Learners, we allocate additional sections of the Bridging level ELD course, ensuring smaller class sizes and personalized attention from teachers.<br><br>Integrated ELD Across Subjects:<br>English Learners receive integrated ELD support throughout their other coursework. This approach further enhances their acquisition of academic English in various subject areas. All teachers are trained and qualified to integrate effective ELD strategies into their daily instruction. Teachers receive information about the English proficiency levels of each English learner and are well-versed in addressing the specific needs of different proficiency levels, especially those of long-term English Learners. | $468,049.00 | Yes |

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| | | Instructional paraprofessionals provide additional support to newcomer English Learners in core academic classes.<br><br>Professional Learning Opportunities:<br>Ongoing professional learning ensures that teachers continually improve their use of ELD practices. Ellevation Strategies and other learning opportunities empower teachers to better support English Learners. Site administrators and ELD Site Coordinators participate in professional learning related to the EL Roadmap, effective ELD program implementation, and ELPAC administration. LTELs will be the focus for Professional Development for teachers – Integrating ELD strategies across all subject matter disciplines. LTEL-focused PD will also includes strategies for improving students' preparation for ELPAC by teaching teachers how to utilize ELPAC "Mirror" assessments with students.<br><br>ELD Site Coordinators:<br>On each campus, an ELD Site Coordinator collaborates with site administration and the Director of Educational Services. Their responsibilities include overseeing the ELD program, managing designated ELD, integrated ELD, professional development for teachers, ELPAC testing, reclassification, and other services for English Learners. Ellevation, our only on line platform, helps track and monitor English Learners' progress.<br><br>EL Workgroup and the Master Plan:<br>Our District EL Workgroup, comprising ELD teachers, site administrators, and District administrators, meets monthly. Their goal is to revise and update the current Master Plan for English Learners. This plan guides specific procedures for identifying, serving, and monitoring the progress of students who arrive without full English language proficiency. PD for LTELs will be provided for the EL Workgroup to guide the team in ensuring the Master Plan includes LTEL strategies and monitoring, with a focus on Reclassification. | | |

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| | | Recognition and Encouragement:<br>We continue to improve our recognition system for English Learners who demonstrate progress and success.<br>Encouraging teachers to earn their BCLAD (Bilingual Language and Development) Certificate further supports language proficiency.<br><br>Targeted Improvements at Galt High School:<br>At Galt High School, teachers will receive enhanced training focused on supporting newcomer and at-risk English Learners. The goal is to accelerate their English language acquisition. Additionally, staff members will work to create a positive climate and culture around the English language development program, aiming to reduce any stigma associated with it. | | |

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| Action # | Title | Description | Total Funds | Contributing |
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| **1.7** | College and Career Readiness for All Students | The District firmly believes that every student deserves equal access to a comprehensive and challenging education—one that prepares them not only for college and career, but also for active civic engagement. To achieve this vision, we encourage all students to complete a full range of A-G | $175,916.00 | Yes |

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| | | coursework, engage in Career Technical Education (CTE) pathways, and explore diverse elective offerings.<br><br>However, we recognize that some students face barriers. Specifically, Students With Disabilities and those who are unduplicated—such as English Learners, Foster Youth, and socioeconomically disadvantaged students—<br>may not always access the full sequence of courses necessary for their future success.<br><br>Barrier Identification and Removal:<br>We will proactively identify and address barriers that hinder unduplicated students and Students With Disabilities from accessing courses. Our goal is to minimize or eliminate these obstacles and provide necessary supports. An annual review of course descriptions, prerequisites, and marketing strategies will ensure that all courses remain accessible to every student.<br><br>Progress Evaluation and Encouragement:<br>Administrators and counselors will develop a systematic process to evaluate the progress of unduplicated students and Students With Disabilities. We will encourage these students to enroll in appropriate courses, including A-G approved coursework and CTE pathways. For those needing additional support, remediation classes and targeted intervention strategies will be provided to accelerate their learning and enable participation in grade-level coursework. | | |

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| | | AVID Program and Effective Strategies:<br>The District remains committed to promoting the Advancement Via Individual Determination (AVID) program, which supports unduplicated students. AVID strategies, emphasizing effective writing, organization, and study skills, will be integrated into classrooms across the District.<br><br>Recognizing Student Achievement:<br>We encourage students to pursue prestigious awards such as the Golden State Seal Merit Diploma, State Seal of Biliteracy, and State Seal of Civic Engagement. These honors recognize their readiness for college and career.<br><br>Targeted Interventions at Liberty Ranch<br>At Liberty Ranch, when reviewing students' Individual Education Plans, case managers will work to maximize the amount of time Students With Disabilities spend taking general education classes, where possible. Also, case managers will work with general education teachers to provide appropriate supports to Students With Disabilities in A-G approved courses. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.8** | Academic & College/Career Counseling for Student Success | The District is dedicated to ensuring that all students receive robust academic experience and comprehensive college and career counseling. Our goal is to support students as they navigate high school, preparing them for success in college or their chosen career paths.<br><br>Targeted Support for Unduplicated Pupils and Students With Disabilities:<br>Recognizing that unduplicated pupils (such as those from low-income backgrounds or English language Learners) and Students With Disabilities often face unique challenges, we tailor our counseling services to address their specific needs. We understand that these students may lack resources and adequate support at home, so our counselors work diligently to enhance their academic achievement and readiness for the next steps in their educational journey.<br><br>Comprehensive Counseling Plans and College and Career Guidance:<br>The District is implementing the College and Career Guidance Initiative for career exploration and 4-year planning as required by the State of California. This Initiative is a new college and career readiness tool that empowers students to set and monitor progress toward their college and career goals. Through this platform, students can create four-year and postsecondary plans, complete college applications, send transcripts, and simplify the process of applying for financial aid and scholarships.<br><br>Evening Programs and Counseling Handbook:<br>To further support students and families, our counseling team organizes evening programs, including college and FAFSA nights. These events provide valuable information and guidance as students prepare for higher education or their desired careers. Additionally, we are in the process of creating a Counseling Handbook that outlines the policies and procedures | $1,180,766.00 | Yes |

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| | | of our Counseling Department. This resource will serve as an easy reference for teachers, students, administrators, and parents.<br><br>**LCAP Action 1.8** is an LREGB Action and will be funded in part by LREGB funds to support the itinerant counselor who monitors students' college and career readiness. The metric used to monitor the impact of the LREGB funded portions of this action is:<br><br>LCAP Metric 1.14:<br>College/Career Indicator<br>% of students identified as 'prepared' for college and/or career as measured by the College/Career Indicator on the CA School Dashboard<br>(CA School Dashboard - College and Career Indicator)<br>Fiscal Impact is: $110,276<br>Remaining LREGB funds will be used to continue supporting the position of itinerant college and career counselor in GJUHSD, along with college and career exploration opportunities for students.<br>Research Based Justification:<br>Lapan, R. T., Turner, S., & Pierce, M. E. (2012). College and career readiness: Policy and research to support effective counseling in schools. Vocational psychology has proven long-term benefits for students (including non-college bound students) from the implementation of college and career programs and direct counseling.<br>Local Indicator: All GJUHSD student groups increased in percentage of College and Career Readiness on the CA School Dashboard College and Career Readiness Indicator in 2024. | | |

| Action # | Title | Description | Total Funds | Contributing |
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| **1.9** | Empowering Student Success: Multiple Pathways to Graduation | The District is dedicated to ensuring that every student has the opportunity to graduate successfully. Recognizing that the traditional school experience may not be the best fit for all students, we are committed to offering alternative pathways to recovery and credit attainment. Here are the key initiatives we provide:<br><br>Flex Academy After School: Expanding Course Access:<br>Our Flex Academy offers extended learning opportunities after school. Through the Edgenuity Courseware curriculum, students can access a wide range of online courses. Whether seeking original credit or credit recovery, students can explore A-G approved courses not currently offered at their school or fit them into their busy schedules. Driver Education is also available.<br><br>Independent Study Program for Remote Learning:<br>For students who need flexibility due to various reasons, our independent study program allows them to work from home. Using Edgenuity, students can pursue a full complement of courses, working toward graduation and A-G completion.<br><br>Summer Learning Opportunities:<br>To address learning loss and credit deficiencies, and challenges that disproportionately affect unduplicated students and those with disabilities, we offer targeted summer programs. These include credit recovery and interventions to prepare students for the next level of coursework. | $963,908.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
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| | | Estrellita: Navigating Non-Traditional Settings:<br>Estrellita serves as our continuation high school for students aged sixteen and older. It provides a smaller, more focused environment with personalized instruction, ideal for those who face difficulties in traditional school settings.<br><br>CARE Program:<br>Personalized Support for At-Risk Students was recently added to our options; the CARE program operates on Estrellita's campus. It caters to at-risk students in grades 9-11, offering a self-contained classroom setting. With a single teacher guiding them throughout the day, students receive targeted support across all their courses.<br><br>Colley Program:<br>Alternative Schooling for Expelled and Chronically Absent Students. In collaboration with the Sacramento County Office of Education, we provide the Colley Program—an independent study-based alternative for students facing expulsion or chronic absenteeism.<br><br>Adult Education: Lifelong Learning Opportunities<br><br>We remain committed to our community's adults by offering Adult Education options. These include pathways to earning a high school diploma, as well as English Language Development and Citizenship classes.<br><br>**LCAP Action 1.9** is an LREGB Action and will be funded in part by LREGB funds to support students who are credit deficient so they can attend summer school and catch up on credits before the fall. The metric used to monitor the impact of the LREGB funded portions of this action is:<br>Metric 1.6:<br>A-G Completion Rate<br>% of graduating seniors who met UC/CSU 'A-G' requirements | | |

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| | | (CA School Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion Report)<br>Fiscal Impact: $250,000<br>Remaining LREGB funds will continue to support summer school for students who are credit deficient, and additional tutoring and curriculum support for students in danger of not graduating or with one or more D/F grades throughout the school year.<br>Research based justification:<br>Peterson, T., ed. (2013) The Power of Afterschool and Summer Learning for Student Success.<br>Research conducted by AIR found that summer school students reported that flexible course time was an instructional factor that led to greater engagement with the material. Students felt that the longer instructional periods for summer school provided a better opportunity to focus on the lessons. Students also mentioned that the pace of the credit recovery course allowed them to slow down and engage more deeply with the content. (Retrieved May, 2024)<br>Local Indicator: 92% of GJUHSD student complete credit recovery courses in summer school. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Galt JUHSD will provide all students with a consistent, standard-aligned, rigorous education in all courses. | Broad Goal |

State Priorities addressed by this goal:

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District is committed to providing all students with a guaranteed and viable curriculum that is rigorous, relevant, and engaging and which provides students with the appropriate levels of support throughout each course so that they can be successful in their learning. However, data indicators show that Students With Disabilities and Unduplicated students, specifically English Learners and Students Experiencing Homelessness, are not demonstrating success at the same levels as their peers. This goal has been developed to address this issue. Ongoing progress monitoring of Goal 2 metrics will help the District identify and strategically plan interventions for Unduplicated pupils, Students With Disabilities, and Students Experiencing Homelessness such as:

- Curriculum mapping and curriculum enhancement across all subject matter disciplines
- Developing a Districtwide comprehensive assessment plan
- Offering more diverse and equitable course offerings and grading practices
- Providing professional learning to develop standards aligned curriculum and Integrated/Designated English Language Development - Increased access to parent/student college workshops and school events
- After school tutoring for all students
- Articulation with feeder school Districts

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Implementation of State Standards<br>District progress in the implementation of the state academic standards and frameworks<br>(Local Indicator for CA School Dashboard) | Full Implementation (2023-24) | Full Implementation (2024-25) | Full Implementation (2025-26) | Full Implementation and Sustainability | Full Implementation |
| 2.2 | English Learner Progress Indicator % of English Learners making progress in acquisition of English as measured by the English Learner Progress Indicator on the CA School Dashboard<br>(CA School Dashboard - English Learner Progress Indicator) | EL: 50.3%<br>LTEL: 42.7%<br>(2022-23) | EL: 43.5%<br>LTEL: 42.7%<br>(2023-24) | EL: 36.5%<br>LTEL: 37.5 %<br>(2024-25) | EL: 60%<br>LTEL: 50% | EL: -13.8%<br>LTEL: -5.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.3 | English Learner Reclassification Rate % of English Learners who were reclassified as English proficient (CALPADS - Enrollment by ELAS & Grade) | EL: 32.0% (2023-24) | EL: 32.0% (2023-24) | EL: 33.0% (2024-25) | EL: 40.0% | +1.0% |
| 2.4 | English Coursework Pass Rate % of students who earned a C- or higher in their English coursework this year through 3rd quarter (PowerSchool - Enterprise Reports - Stored Grades) | All: 76.2%<br>EL: 63.5%<br>LTEL: 62.4%<br>SWD: 65.0%<br>SED: 73.1%<br>HY: 62.4%<br>His/Lat: 72.8%<br>(2023-24) | All: 85.1%<br>EL: 80.0%<br>LTEL: 75.0%<br>SWD: 70.6%<br>SED: 82.8%<br>HY: 85.4%<br>His/Lat: 83.4%<br>(2024-25) | All: 83.63%<br>EL: 72.73%<br>LTEL: 72.35 %<br>SWD: 73.46%<br>SED: 80.64%<br>HY: 76.56%<br>His/Lat: 82.19%<br>(2025-26) | All: 85%<br>EL: 75%<br>LTEL: 75%<br>SWD: 80%<br>SED: 85%<br>HY: 75%<br>His/Lat: 85% | All: +7.43 %<br>EL: +9.23%<br>LTEL: -2.65%<br>SWD: +8.46%<br>SED: +7.54%<br>HY: +14.16%<br>His/Lat: +9.39% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.5 | Science Coursework Pass Rate<br>% of students who earned a C- or higher in their science coursework this year through 3rd quarter (PowerSchool - Enterprise Reports - Stored Grades) | All: 75.8%<br>EL: 53.6%<br>LTEL: 54.0%<br>SWD: 63.0%<br>SED: 71.2%<br>HY: 61.4%<br>His/Lat: 72.0%<br>(2023-24) | All: 64.8 %<br>EL: 45.2%<br>LTEL: 47.4%<br>SWD: 47.1%<br>SED: 62.2%<br>HY: 45.2%<br>His/Lat: 62.2%<br>(2024-25) | All: 66.74 %<br>EL: 47.73%<br>LTEL: 54.02%<br>SWD: 52.31%<br>SED: 63.09%<br>HY: 66.15%<br>His/Lat: 64.55%<br>(2025-26) | All: 85 %<br>EL: 70%<br>LTEL: 70%<br>SWD: 80%<br>SED: 85%<br>HY: 75%<br>His/Lat: 85% | All: -9.06%<br>EL: -5.87%<br>LTEL: +0.2%<br>SWD: -10.69%<br>SED: -8.11%<br>HY: +4.75%<br>His/Lat: -7.45% |
| 2.6 | Social Science Coursework Pass Rate<br>% of students who earned a C- or higher in their social science coursework this year through 3rd quarter (PowerSchool - Enterprise Reports - Stored Grades) | All: 77.7%<br>EL: 62.6%<br>LTEL: 62.70%<br>SWD: 63.7%<br>SED: 73.7%<br>HY: 64.8%<br>His/Lat: 74.4%<br>(2023-24) | All: 77.2%<br>EL: 50.4%<br>LTEL: 50.0%<br>SWD: 56.4%<br>SED: 66.6%<br>HY: 67.7%<br>His/Lat: 68.0%<br>(2024-25) | All: 71.36%<br>EL: 54.55%<br>LTEL: 62.70%<br>SWD: 58.08%<br>SED: 67.60%<br>HY: 60.94%<br>His/Lat: 70.21%<br>(2025-26) | All: 85%<br>EL: 75%<br>LTEL: 75%<br>SWD: 75%<br>SED: 85%<br>HY: 75%<br>His/Lat: 85% | All: -6.34%<br>EL: -8.05%<br>LTEL: 0%<br>SWD: -5.62%<br>SED: -6.1%<br>HY: -3.86%<br>His/Lat: -4.19% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.7 | CAASPP - English Language Arts Met Standards Rate % of juniors who "met" or "exceeded" standard on the CAASPP - English Language Arts assessment (CAASPP Reporting website - CAASPP English Language Arts) | All: 56.0%<br>EL: 18.2%<br>LTEL: 26.7%<br>SWD: 18.2%<br>SED: 49.0%<br>HY: 38.1%<br>His/Lat: 47.5%<br>(2022-23) | All: 53.4%<br>EL: 9.3%<br>LTEL: 17.9%<br>SWD: 14.1%<br>SED: 44.4%<br>HY: 38.1%<br>His/Lat: 47.7%<br>(2023-24) | All: 64.29%<br>EL: 8.33%<br>LTEL: 18.18%<br>SWD: 24.08%<br>SED: 59.92%<br>HY: 47.06%<br>His/Lat: 61.54%<br>(2025-26) | All: 65%<br>EL: 35%<br>LTEL: 45%<br>SWD: 35%<br>SED: 60%<br>HY: 50%<br>His/Lat: 60% | All: +8.29%<br>EL: -9.87%<br>LTEL: -8.52 %<br>SWD: +5.88%<br>SED: +10.92%<br>HY: +8.96%<br>His/Lat: +14.04% |
| 2.8 | CAASPP - English Language Arts - Distance from Standard Average distance student scores were from the cut off score for "Meeting Standard" (CA School Dashboard - Academic Indicator - ELA) | All: 12.9 points above standard<br>EL: 68.3 points below standard<br>SWD: 88.4 points below standard SED: 12 points below standard<br>HY: 61.1 points below standard<br>His/Lat: 7.8 points below standard<br>(2022-23) | All: 2.1 points above standard<br>EL: 96.9 points below standard<br>SWD: 107.5 points below standard<br>SED: 25.9 points below standard HY: 31.4 points below standard His/Lat: 14.3 points below standard<br>(2023-24) | All: 27.2 points above standard<br>EL: 58 points below standard<br>SWD: 99.4 points below standard<br>SED: 14 points above standard<br>HY: 43.2 points below standard<br>His/Lat: 13.2 points above standard<br>(2024-25) | All: 30 points above standard<br>EL: 40 points below standard<br>SWD: 55 points below standard<br>SED:10 points above standard<br>HY: 35 points below standard<br>His/Lat: 20 points above standard | All: +14.3<br>EL: -10.3<br>SWD: +11<br>SED: +2<br>HY: -17.9<br>His/Lat: +5.4 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.9 | Early Assessment Program - English Language Arts Rate % of graduating seniors who met the requirements for the CSU Early Assessment Program in English ("exceeded standard" on 11th grade CAASPP - English Language Arts assessment) | All: 20.7%<br>EL: 1.9%<br>LTEL: 0.4%<br>SWD: 5.2%<br>SED: 12.1%<br>HY: 7.8%<br>His/Lat: 12.3%<br>(2022-23) | All: 24.8%<br>EL: 0%<br>LTEL: 0%<br>SWD: 6.25%<br>SED: 15.7%<br>HY: 19.05%<br>His/Lat: 27.8%<br>(2023-24) | All: 30.09%<br>EL: 0%<br>LTEL: 0%<br>SWD: 5.56%<br>SED: 25.51 %<br>HY: 5.88%<br>His/Lat: 26.01%<br>(2024-25) | All: 25%<br>EL: 10%<br>LTEL: 10%<br>SWD: 15%<br>SED: 20%<br>HY: 15%<br>His/Lat: 20% | All: +9.39%<br>EL: -1.9%<br>LTEL: -0.4%<br>SWD: +0.36%<br>SED: +13.41%<br>HY: -1.92%<br>His/Lat: +13.71% |
| 2.10 | CA Science Test Met Standards Rate % of juniors who "met" or "exceeded" standard on the CA Science Assessment (CAASPP Reporting website - CA Science Test) | All: 35.5%<br>EL: 0%<br>LTEL: 0%<br>SWD: 8.1%<br>SED: 25.2%<br>HY: 26.1%<br>His/Lat: 27.1%<br>(2022-23) | All: 36.7%<br>EL: 0%<br>LTEL: 0%<br>SWD: 7.81%<br>SED: 28.1%<br>HY: 28.6%<br>His/Lat: 28.6%<br>(2023-24) | All: 40.56%<br>EL: 0%<br>LTEL: 0%<br>SWD: 7.27%<br>SED: 32.80%<br>HY: 23.3%<br>His/Lat: 36.55%<br>(2024-25) | All: 50 %<br>EL: 25%<br>LTEL: 20%<br>SWD: 35%<br>SED: 45%<br>HY: 35%<br>His/Lat:45% | All: +5.06%<br>EL: 0%<br>LTEL: 0%<br>SWD: -0.83%<br>SED: +7.6%<br>HY: -2.8%<br>His/Lat: 9.45% |

# Goal Analysis [2025-26]

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

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

**2.1: Equitable Curriculum Implementation - Fully Implemented**

This action is now fully implemented in that while curriculum changes and enhancements are always ongoing, there are excellent models of rigorous and equitable instruction happening across the District. Horizontal articulation has occurred between math departments and English

departments as well as vertical articulation with 8th grade teachers from the feeder Districts. Teachers provide a differentiated instruction to meet the needs of English Learners and other students requiring alternative and flexible pathways to success. Standards aligned textbooks and supplemental instructional tools are available to all teachers and students.

**2.2: Evidence-Based, Data-Driven Instructional Practices - Fully Implemented**

Teachers also meet weekly in their Professional Learning Communities to review data from Interim Assessments, local formative and summative assessments. Professional development on evidence-based practices such as Avid, ELLevation and Reading Apprenticeship have been available to teachers this year to support this collaborative work. By looking at the data trends, teachers identify the students who may need extra support and/or extra challenges and match with evidence-based progress that are proven to work for their specific needs.

**2.3: Comprehensive Assessment Plan - Partially Implemented**

This action is partially implemented as the District has not completed the creation of a comprehensive assessment plan. The first step in this process has been the horizontal articulation with departments across all schools. Another substantive change that has occurred is the District's implementation of the CA Dept. of Ed.'s Interim Assessment Benchmark assessment to effectively measure student learning and provide preparation for CAASPP testing. An incoming 8th grade math assessment was created by the Math Departments this year to help math placements for Freshman be more accurate. The PSAT and SAT assessments were offered for a reduced fee this year by the District and the AP testing fees were also subsidized order to provide equitable access to these college and career readiness tools.

**2.4: Effective and Equitable Grading Practices - Partially Implementation**

The District will not mandate any particular form of evaluation for grades as per Ed. Code. However, reducing D's & F's is a Board priority. During vertical articulation meetings between Math, Science and English teachers – faculty members have discussed homework and overall grading policies. Instructional practices are under review by the departments to help determine the root causes for the D's & F's. Math, ELA and Science departments have conducted Interim Benchmark Assessments to assist in determining achievement gaps for students.

**2.5: Effective Strategies and Supports for High Needs Students - Fully Implemented**

This action is fully implemented. In person tutoring after school is available at all three high schools and Students With Disabilities may attend regularly for support. The District is also providing a "late bus" to address the transportation needs for Migrant Education Students With Disabilities as the District has started implementing Migrant Education specific tutoring opportunities. In addition, the District's Education Specialists are pushing in to English and Social Science classes to better support students while providing exposure to general education curriculum instead of sending students out to receive remediated instruction through an intervention curriculum only.

**2.6: Professional Growth & Continuous Improvement - Fully Implemented**

This action is fully implemented as the Wednesday PLC time is consistently used for covering the California Standards for the Teaching Profession via the Cycle of Improvement, and the new teachers were actively supported through the Induction process by the District's highly skilled Induction Coordinator and Support Provider. This year, the superintendent instituted two all-District Professional Development (1:45pm

afternoons were made available to all staff and faculty in the District. Staff were able to choose from a variety of topics including instructional practice, assessments, personal well-being, customer services, CPR and others.

**2.7: Educational Technology - Fully Implemented**

This action is deemed fully implemented and is staffed by a team that includes a Student Information Systems Specialist, two Network Managers, and two technicians who are deployed to schools to address on site needs for Chromebooks and Laptops. Forecasted for next year is a much more intentional effort around celebrating Digital Citizenship Week, along with continued use of Power School, CANVAS, and other platforms compatible with Chromebook use and cyber safe tools. Additionally, the District continuously evaluated and updated technology resources to maintain reliable access for students and staff. Educational technology supports summer school and credit recovery opportunities as well as the 1:1 Chromebooks used daily by all students. The District also integrates technology into CTE Pathways, AP courses, and English Learner programs thus ensuring students develop the digital literacy and technical skills required for postsecondary education and workforce.

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.

**GJUHSD uses plus or minus 10% as the threshold for material differences. The following actions in this goal met or exceeded this threshold**.

**2.1:** Equitable Curriculum Implementation
Budgeted $10,000.00/Estimated Actual $13,001.00 (-30.01%)
Rationale: Summer Projects timecards over spent

**2.2:** Evidence-Based, Data-Driven Instructional Practices
Budgeted $64,200.00/Estimated Actual $0 (+100%)
Rationale: Math Trainings and Universal Design for Learning Professional Development not held

**2.3:** Comprehensive Assessment Plan
Budgeted $128,447.00/Estimated Actual $66,377.00 (+48.32%)
Rationale: Planned Professional Development and consultants not implemented

**2.4:** Effective and Equitable Grading Practices - No material differences

**2.5:** Effective Strategies and Supports for High Needs Students - No material differences

**2.6:** Professional Growth & Continuous Improvement
Budgeted $147,083.00/Estimated Actual $64,751.00 (+55.98%)
Rationale: More new teachers for the induction program than originally anticipated/ cost of PD Site Coordinators increased

**2.7:** Educational Technology – No material differences

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

**2.1: Equitable Curriculum Implementation - Partially Effective**
This goal is partially effective as Curriculum Mapping is not yet fully complete due to some turnover in teachers in various departments. Classroom walkthroughs did not occur as frequently this year, but the review of assessment activities did take place during articulation meetings and PLC time. More work is still to be done in all of these areas. The supporting evidence for this is that only 83% of the District's courses have been curriculum mapped and uploaded to Atlas. The Ethnic Studies class was piloted this year for freshman and will go through a curriculum review during the summer to prepare for the full mandatory requirements staring in fall 2026, and the curriculum will be uploaded into Canvas/Atlas.

**2.2: Evidence-Based, Data-Driven Instructional Practices - Partially Effective**

This action is partially effective because the Universal Design for Learning (UDL) training did not take place which was to have an emphasis for English Learners and Students With Disabilities. However, teachers do currently share student data during the Wednesday PLC time. Evidence shows student gains for Long Term English Learners in Math and a maintained score for ELA – however, their dials are still either Red (Very Low) or Orange (Low) and the scores are below expected grade level. Students With Disabilities who are at the Red performance level for Mathematics made incremental gains and are also at the Orange level for ELA which still shows a need for improvement despite some point gains. English Learners are in the Orange performance level for both ELA and Math.

Long Term English Learner ELA and Math - ELA: 122.5 points below standard; Math: 154.7 points below standard

English Learners - ELA : 58 points below standard; Math: 144.7 points below standard

Students With Disabilities- ELA :99.4 points below standard; Math: 176.6 points below standard

**2.3: Comprehensive Assessment Plan - Partially Effective**

This action is deemed partially effective because the Math, English and Science departments agreed to use the CAASPP Interim Benchmark Assessment IAB for this year. The District and English/Math/Science departments are still researching and learning on how to best use the IABs to guide their instructional practice in order to increase student achievement to a C- or better.

**Grade percentages as of 3rd quarter:**

**Math Grades - Students Earning C- or Better**

All: 69.07%
EL: 59.09%
LTEL: 61.41%
SWD: 59.23%
SED: 65.70%
HY: 66.15%
His/Lat: 67.98%
(2025)

**English Grades - Students Earning a C- or Better**

All: 83.63%
EL: 72.73%
LTEL: 72.35%
SWD: 73.46%
SED: 80.64%
HY: 76.56%
His/Lat: 82.19%
(2025)

**Science Grades - Students Earning a C- or Better**
All: 71.36%
EL: 54.55%
LTEL: 62.70%
SWD: 73.46%
SED: 67.60%
HY: 60.94%
His/Lat: 70.21%
(2025)

**2.4: Effective and Equitable Grading Practices - Partially Effective**

This action is partially effective because the work on equitable grading practices was only used by "early adopters" and not practiced Districtwide. This will continue to be included in the Wednesday PLC plans for 2026-27 because the concern is that with differences in grading policies students may not be graded equitably across subject matter disciplines and may affect a student's ability to gain a grade of C to meet the requirements for A-G credit. (The District is aware that per Ed. Code teachers do have autonomy for their grading policies) See C- or better grades listed above. The District will not mandate any particular form of evaluation for grades as per Ed. Code. However, reducing D's & F's is  a Board priority. During vertical articulation meetings between math, science and English teachers – faculty members have discussed homework and overall grading policies. Instructional practices are under review by the departments to help determine the root causes for the D's & F's.  Math, ELA and Science departments have conducted Interim Benchmark Assessments to assist in determining achievement gaps for students.

**2.5: Effective Strategies and Supports for High Needs Students – Partially Effective**
This action is partially effective because additional professional development for using effective strategies in the classroom to support learning among our high-needs populations in the areas of English and History Social Science is still needed, and the Paper tutoring contract was discontinued as of the 2024-25 school year. However, each school site offers after school tutoring by classroom teachers 4 days a week.

**History Social Science - Students Earning a C- or Better (3rd Quarter)**
All: 71.36%
EL: 54.55%
LTEL: 62.70%
SWD: 58.08%
SED: 67.60%
HY: 60.94%
His/Lat: 70.21**%**
(2025-26)

**English Grades - Students Earning a C- or Better (3rd Quarter)**
All: 83.63%
EL: 72.73%
LTEL: 72.35%
SWD: 73.46%
SED: 80.64%
HY: 76.56%
His/Lat: 82.18%
(2025-26)

**2.6: Professional Growth & Continuous Improvement – Effective**

This action is deemed partially effective because 24 PLC meetings took place on each campus throughout the year in which subject matter departments reviewed that California Standard for the Teaching Profession within the framework of the Continuous Improvement/Cycles of Inquiry models. The teachers chose from the CSTP list and reviewed the standards most applicable to their department.
-Standards-aligned curriculum design
-Differential using Universal Design for Learning
-Integrated English Language Development
-Using assessment to Inform Instruction (IABs)
-Equitable Grading Practices
-Working with Parents
This work is intended to lead to a Continuous Improvement Plan for the District which will encourage collaborative learning and implementing what is learned from professional development. This plan is only in the beginning stages and will be completed by the end of this LCAP cycle.

**2.7: Educational Technology – Effective**
This action is effective in that the GJUHSD Technology Team comprised of only five employees manages over 2200 student, teacher and administrator Chromebooks and laptops, and repairs and refurbishes them on site. Additionally, they manage the network and keep out intruders on our web platforms. An example of excellent work is during the last school year the SIS PowerSchool was breached by a ransomware attack. However, this did not affect GJUHSD because of the expertise of the network manager who placed appropriate firewalls and other safeguards on our data. The team also manages Canvas - the classroom learning management system, PowerSchool (SIS) and all other technology applications to support teaching and learning. In 2025-26, there has been a greater emphasis on Digital Literacy and Cyber Security across the District, including a Technology week in which students and teachers trained specifically on ethical and safe use of technology tools.

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.

**Goal 2:** There are no changes to the planned goal or metrics or targeted outcomes, however there are some slight changes made to actions in this goal that resulted from reflection on prior practice.

**2.1:** Equitable Curriculum Implementation - Classroom walkthroughs did not take place this year, therefore there is a a slight budget reduction in this action as a result.

**2.2:** Evidence-Based, Data-Driven Instructional Practices - Training for Universal Design for Learning and English Language Development will take place in 2026-27; and to align with the CA School Dashboard, GJUHSD will now track LTELs on the English Learner Progress Indicator to determine the % of English Learners making progress in acquisition of English. No budget changes.

**2.3:** Comprehensive Assessment Plan - Math, and Science teachers will use the California Interim Assessment Benchmarks 3 times a year and discuss data at Wednesday PLCs. An incoming Freshman math assessment was created mutually by math departments in the District. Budget for this action is decreased for 2026-27 due to a reduction in non-payroll costs.

**2.4:** Effective and Equitable Grading Practices - This is slated for more exploration and potential training with teachers in 2026-27. Budget for this action is increased for 2026-27 due to a slight increase in non-payroll costs which will be used for Professional Development.

**2.5:** Effective Strategies and Supports for High Needs Students – This budget is reduced slightly to cost savings in payroll. All strategies will continue be in effect for High Needs Students – other funding is being used for tutoring and transportation for Migrant students.

**2.6:** Professional Growth & Continuous Improvement - Teachers will engage in a variety of professional development during PLC time, not just the California Standards for the Teaching Profession/Cycle of Inquiry. Budget for this action is decreased for 2026-27 due to a needed spending cut of $50,000 in payroll costs.

**2.7:** Educational Technology - In fall of 2026 the technology team will repeat a protocol for celebrating Digital Citizenship week which will include students' participation in the Digital Citizenship Week lessons and activities. Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column for IT personnel and increase costs in software licensing.

**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** | Equitable Curriculum Implementation | The District firmly believes that a guaranteed and viable curriculum is essential for promoting equity and enhancing student achievement.<br><br>Curriculum Mapping with Atlas:<br>Our departments will continue to utilize the Atlas Curriculum Mapping software. Curriculum maps for each course will be maintained to ensure alignment with standards, consistent pacing, rigor, relevance, and inclusion of common activities, assessments, and experiences for all students. These finalized curriculum maps will undergo review and approval by the school board. Teachers are expected to follow the approved curriculum map for each course they teach. By adhering to these maps, educators contribute to a cohesive and equitable learning experience for all students. | $4,342.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Annual Review and Revisions:<br>Departments will conduct annual reviews of curriculum maps for each course. Necessary revisions will be made to enhance instructional quality and responsiveness to student needs.<br><br>Classroom Walkthroughs and Pacing Assessment:<br>Administrators and teachers will regularly conduct classroom walkthroughs. The curriculum maps in Atlas will serve as a guide to assess whether teachers are maintaining the agreed-upon pace. Adjustments will be made as needed during department collaborations.<br><br>Summer Projects for Curriculum Enhancement:<br>Each summer, teachers will have the opportunity to participate in paid projects to revise and update the current curriculum. The aim is to align activities and assessments with standards and best instructional practices. | | |
| **2.2** | Evidence-Based, Data-Driven Instructional Practices | Departments will receive training in integrated English Language Development and Universal Design for Learning (UDL) and will be required to employ these strategies in their curriculum design and instruction to better differentiate the activities for students with unique needs (English Learners, Students With Disabilities, etc.) without sacrificing content mastery and rigor.<br><br>Administrators will conduct frequent classroom walkthroughs and provide teachers with feedback on their use of these teaching practices. | $64,200.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.3** | Comprehensive Assessment Plan | The District will develop a comprehensive assessment plan that clearly identifies how, when, and why assessments are being administered to students, with an increased focus on assessments for learning. The District will develop and administer diagnostic assessments three times a year to monitor student progress in math and English. Assessment scores will be used to place new students in the correct courses and to identify any additional supports they may need. The District will continue to provide professional learning around how to effectively measure student learning through well-designed formative and summative assessments.<br><br>The District will work with Departments to evaluate how assessments are used to inform instruction and develop strategies to use assessment and feedback to provide a bridge to learning.<br><br>Departments will utilize Illuminate to develop common benchmark assessments to evaluate content mastery, so that the results can be disaggregated and shared easily.<br><br>A teacher on special assignment will organize and manage all state testing at each site. Sites will develop a plan to prepare students for the CAASPP and CAST assessments. The plan will include the CAASPP interim assessments, lessons on the secure browser, question types, universal and designated supports and accommodations, and positive marketing.<br><br>The District will continue to offer the PSAT assessments in October to all Juniors free-of-charge and will offer the SAT School Day to Juniors and Seniors.<br><br>The District will subsidize testing fees for Advanced Placement testing to minimize the cost to the students and families and to encourage more AP students to participate in the exams. | $63,626.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Effective and Equitable Grading Practices | The District will provide teachers with training around effective, equitable grading practices. Teachers will be required to carefully consider their current grading practices and work collaboratively with their department colleagues to refine and align their grading practices to better evaluate and support student learning. | $30,000.00 | No |
| **2.5** | Effective Strategies and Supports for High Needs Students | A Teacher on Special Assignment will work with the Professional Learning Coordinator and site administration to develop a plan to improve the availability and use of effective strategies in the classroom to support learning among our high-needs populations in the areas of English and social science.<br><br>The District will continue to provide in-person and virtual tutoring services to students to provide equitable access to this valuable service. Paper provides students access to qualified and trained tutors in all subject areas in an online environment at any time of the day or night. Paper also provides essay review services for students.<br><br>In-person tutoring is available on both comprehensive campuses before or after school with peer tutors and core instructors. The District is exploring offering a late bus so students who utilize District provided transportation can participate in after school tutoring when needed. | $92,645.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.6** | Professional Growth & Continuous Improvement | The District believes that on-going, targeted professional learning for all staff, a focus on continuous improvement and a positive collaborative culture will lead to improved outcomes for students and staff. The District will develop a Continuous Improvement Plan which focuses on professional development for all staff and encourages collaborative learning through cycles of inquiry. The District will provide professional development for teachers and administrators around the following topics:<br><br>• Standards-aligned curriculum design<br>• Differentiation using Universal Design for Learning<br>• Integrated English Language Development<br>• Effective Integration of Technology in the Classroom<br>• Using Assessments to Inform Instruction<br>• Equitable Grading Practices<br>• Working with Parents<br><br>The District will continue to promote the use of Cycles of Inquiry and the Continuous Improvement model among the departments during District provided collaboration time. Department chairs will be responsible for leading professional learning communities that employ these Cycles of Learning to facilitate improvement in instruction and assessment. Professional Learning Site Coordinators at each comprehensive site will support site administration and department chairs in the implementation of the Cycles of Inquiry and other professional learning topics. The District will continue to support new teachers, including interns, through the Induction process, including employing an Induction Coordinator and Support Providers who are highly skilled educators and will provide a New Teacher Orientation Day at the start of the school year. The District will encourage teachers to set clear goals and objectives for their continued growth each year based on the California Standards for the Teaching Profession. The District will bring back the Peer Assistance and Review Process to provide teachers with another avenue to get support and feedback. | $127,120.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.7** | Educational Technology | The District believes that students should become fluent in the use of technology while in school and that technology can be a useful tool to enhance teaching and improve learning when integrated appropriately. The District provides every student with a Chromebook device to use to facilitate their education. The District wants to ensure that teachers and students utilize this resource effectively to improve the educational experience for students.<br><br>The District has created an educational technology ecosystem designed to support all aspects of the learning experience for students.<br><br>The District is invested in Canvas as a Learning Management System and will continue to improve the CANVAS experience for students and teachers. The District will continue to invest in educational software and applications to support the teaching and learning taking place in classrooms, including CANVAS, Illuminate, Microsoft Office, TurnItIn, Google workspace, Adobe Photoshop, and Zoom.<br><br>The Educational Technology Committee will continue to review and recommend useful educational applications and software to enhance student learning.<br><br>Annually, students will participate in lessons focused on digital literacy, cybersecurity, and the appropriate use of technology provided by CommonSense Media. The District will utilize Bark, Securly and other applications to help monitor student accounts to maintain cyber safety and security.<br><br>The District will continue to employ a Student Information Systems Technician to manage and support the educational technology ecosystem. | $214,363.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Galt JUHSD will promote a positive school climate and culture that is welcoming, supportive, and safe for all students, and which recognizes and honors the diversity among our student body. | Broad Goal |

State Priorities addressed by this goal:

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

An explanation of why the LEA has developed this goal.

The staff of the Galt Joint Union High School District believes strongly that a positive school climate and culture are essential components of a comprehensive educational experience that promotes high engagement and achievement among the student body. However, not all student groups are reporting having the same positive experiences in our schools as their peers. This goal has been developed to address the needs of these students and make school a positive place for all students. Ongoing progress monitoring of Goal 3 metrics will help the District identify and strategically plan interventions for Unduplicated pupils, Students With Disabilities, and Students Experiencing Homelessness such as:
-Increased programming for Multi-tiered Systems of Support across all schools
-Additional School Psychologist to support District Special Education and Mental Health Services -Updated training for Campus Supervisors
-Strengthening communication with parents/families
-Ensuring safe schools
-Celebrating all student cultures/heritage represented on campuses
-Supporting Migrant Ed. Students with tutoring and transportation
-Alternatives to suspensions
-Home visits for students with Chronic Absenteeism

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | School Safety Surveys % of students, teachers, and families responding favorably to questions regarding school safety and climate (Panorama Surveys - School Safety value for students and families; School Climate value for teachers) | Students: 55%<br>Families: 58%<br>Teachers: 52%<br>(2023-24) | Students: 51%<br>Families: 64%<br>Teachers: 61%<br>(2024-25) | Students: 60%<br>Families: 64%<br>Teachers: 61%<br>(2025-26) | Students: 65%<br>Families: 68%<br>Teachers: 62% | Students: +5%<br>Families: +6%<br>Teachers: +9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | School Connectedness Surveys % of students, teachers, and families responding favorably to questions regarding school belonging, climate, and fit (Panorama Surveys – Connection to adult value for students; School Fit value for families; Educating All Students value for teachers) | Students: 29%<br>Families: 47%<br>Teachers: 66%<br>(2023-24) | Students: 81%<br>Families: 49%<br>Teachers: 68%<br>(2024-25) | Students: 81 %<br>Families: 54%<br>Teachers: 75%<br>(2025-26) | Students: 45%<br>Families: 57%<br>Teachers: 76% | Students: +52%<br>Families: +7%<br>Teachers: +9% |
| 3.3 | Family Engagement in Decision-Making District progress in engaging families in the decision-making process (Parent and Family Engagement Local Indicator) | Beginning Development (2023-24) | Beginning Development (2024-25) | Initial Implementation (2025-26) | Full Implementation | Full Implementation |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.4 | Family Engagement in Programs<br>District progress in engaging families in programs for unduplicated pupils and Students With Disabilities (Parent and Family Engagement Local Indicator) | Initial Implementation (2023-24) | Initial Implementation (2024-25) | Initial Implementation (2025-26) | Full Implementation | Full Implementation |
| 3.5 | Average Daily Attendance Rate<br>Average % of students who attended school each day (Average Daily Attendance Calculation for P2) | 93.0%<br>(2023-24) | 93.9%<br>(2024-25) | 95.46%<br>(2025-26) | 95% | +.1.56% |
| 3.6 | Chronic Absenteeism Rate % of students who were absent for more than 10% of the days they were enrolled (DataQuest - Absenteeism Data - Chronic Absenteeism Rate) | All: 22.5%<br>EL: 29.1%<br>SWD: 27.1%<br>SED: 27.0%<br>HY: 42.2%<br>His/Lat: 24.9%<br>(2022-23) | All: 20.0%<br>EL: 32.7%<br>SWD: 30.8%<br>SED: 24.7%<br>HY: 29.8%<br>His/Lat: 22.4%<br>(2023-24) | All: 18.8%<br>EL: 24.4 %<br>SWD: 24%<br>SED: 22.8 %<br>HY: 20.9%<br>His/Lat: 20.7%<br>(2024-25) | All: 10%<br>EL: 20%<br>SWD: 15%<br>SED: 15%<br>HY: 25%<br>His/Lat: 10% | All: -3.7%<br>EL: -4.7%<br>SWD: -3.1%<br>SED: -4.2%<br>HY: -21.3%<br>His/Lat: -4.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.7 | Suspension Rate % of students suspended (CA School Dashboard - Suspension Rate Indicator/or most recent) | All: 4.8%<br>EL: 7.4%<br>SWD: 11.8%<br>SED: 6.1%<br>HY: 2.3%<br>His/Lat: 5.3%<br>(2022-23) | All: 4.4%<br>EL: 6.5%<br>SWD: 7.3%<br>SED: 5.9%<br>HY: 4.3%<br>His/Lat: 5.2%<br>(2023-24) | All: 4.1%<br>EL: 6.7%<br>SWD: 5.3%<br>SED: 4.1%<br>HY: 4.5%<br>His/Lat: 3.4%<br>(2024-25) | All: 3%<br>EL: 4%<br>SWD: 5%<br>SED: 4%<br>HY: 2%<br>His/Lat: 3% | All: -0.7%<br>EL: -0.7%<br>SWD: -6.5%<br>SED: -2.0%<br>HY: +2.2%<br>His/Lat: -1.9% |
| 3.8 | Expulsion Rate<br>% of students expelled from the District (DataQuest - Suspension & Expulsion Data - Expulsion Rate) | All: 0.25%<br>EL: 0.45%<br>SWD: 1.0%<br>SED: 0.4%<br>HY: 0%<br>His/Lat: 0.4%<br>(2022-23) | All: 0.1%<br>EL: 0 %<br>SWD: 0%<br>SED: 0 %<br>HY: 0%<br>His/Lat: 0.2%<br>(2023-24) | All: 0.3%<br>EL: 1.2%<br>SWD: 0.3%<br>SED: 0.4%<br>HY: 0%<br>His/Lat: 0.3%<br>(2024-25) | All: 0%<br>EL: 0%<br>SWD: 0%<br>SED: 0%<br>HY: 0%<br>His/Lat: 0% | All: +0.05%<br>EL: +0.75%<br>SWD: -0.7%<br>SED: 0%<br>HY: 0%<br>His/Lat: -0.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.9 | Dropout Rate<br>% of graduating senior cohort who dropped out before graduating<br>(DataQuest - Four-Year Cohort Graduation Data and Outcomes - FourYear Adjusted Cohort Outcomes) | All: 3.0%<br>EL: 6.5%<br>SWD: 2.9%<br>SED: 4.5%<br>HY: 3.0%<br>His/Lat: 2.7%<br>(2022-23) | All: 4.4 %<br>EL: 9.5%<br>SWD: 8.6%<br>SED: 6.1%<br>HY: 14.8%<br>His/Lat: 4.4%<br>(2023-24) | All: 3.7%<br>EL: 6.7%<br>SWD: 6.3%<br>SED: 4.2 %<br>HY: 12.9%<br>His/Lat: 3.4 %<br>(2024-25) | All: 0 %<br>EL: 0%<br>SWD: 0%<br>SED: 0%<br>HY: 0%<br>His/Lat: 0% | All: +0.7%<br>EL: +0.2%<br>SWD: +3.4%<br>SED: -0.3%<br>HY: +9.9%<br>His/Lat: +1.2% |
| 3.10 | Graduation Rate % of graduating senior cohort who graduated in four years<br>(CA School Dashboard - Graduation Rate Indicator) | All: 93.4%<br>EL: 90.9%<br>SWD: 79.5%<br>SED: 92.6%<br>HY: 91.4%<br>His/Lat: 93.5%<br>(2022-23) | All: 92.1%<br>EL: 84.7%<br>SWD: 75.6%<br>SED: 90.1%<br>HY: 82.1%<br>His/Lat: 91.7%<br>(2023-24) | All: 92.4%<br>EL: 85.7 %<br>SWD: 78%<br>SED: 91.7%<br>HY: 83.9%<br>His/Lat: 93.1%<br>(2024-25) | All: 95%<br>EL: 95%<br>SWD: 90%<br>SED: 95%<br>HY: 95%<br>His/Lat: 95% | All: -1.0%<br>EL: -5.2%<br>SWD: -1.5%<br>SED: -0.9%<br>HY: -7.5%<br>His/Lat: -0.4% |

# Goal Analysis [2024-25]

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

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

**3.1: Enhancing Student Well-Being: Mental Health and Behavioral Support – Fully Implemented**

This action is now fully implemented due to the hiring of two full time school psychologists to conduct risk assessments, participate in IEP meetings and provide Educationally Related Mental health (ERMH) services. This year work has begun on creating a District-wide risk assessment process with established District forms and training processes. Additionally, suicide prevention training was conducted this year in March as part of a District-wide Professional Development option, in order to equip staff with essential skills to recognize signs of distress

in students and how to respond effectively. The District is continuing to contract with Care Solace as an online resource hub, and the One-Eighty Counseling and resource program supports the District with two menta health counselors and a part-time substance abuse counselor.

**3.2: Enhancing Student Support: Multi-tiered systems of Support (MTSS) – Fully Implemented**

This action is deemed fully implemented as the MTSS team, led by the Program Coordinator II and the Director of Student Services consistently met weekly with the counseling teams, the school psychologists and Director of Special Education to identify and discuss at risk students with a focus on Unduplicated pupils. Intervention matrices have been developed, and a new change for this action is the implementation of a District-wide Positive Behavioral Intervention and supports (PBIS) programs at all schools to support this action. All Freshman Transition programs continue to be successful including activities such as shadow days during the 8th grade year of incoming freshman, and the Special Education Director and Special Education Department Chairs attending transition IEPs for incoming freshman to ensure the District is ready to receive and proper placements are being offered.

**3.3: Ensuring Campus Safety and Well-Being – Fully Implemented**

The action is fully implemented and deemed effective in that the Health Safety and Wellness Committee has met regularly this year; the Comprehensive Safety Plans have been updated in May of 2026 to be in place for the 2026-2027 school year. The Catapult EMS Emergency Response Platform has been updated for more immediate access to school administrators and the emergency warning system tied to the bell system that provided vocal instructions for evacuation has been customized. The two-way radios were tested this year in conjunction with the Galt Joint Union Elementary School District, and the Galt Police Department conducted an active shooter drill during spring break. “Stop the Bleed” training by Kaiser Permanente also took place this year for campus administrators and office staff. Campus Supervisor personnel who are on campus all day and the School Resource officers from the Galt Police Department. The Safe School Ambassador program is fully implemented this year  which empowers natural student leaders from diverse groups and cliques on campus and equips students with skills to help prevent bullying behaviors at school.

**3.4: Strengthening Family engagement: A Commitment to Parents and Students – Fully Implemented**

This action is effective in that regular communications, translation/interpretation services and promoting family engagement has been made a priority in the District. Families receive ParentSquare notifications via email and texting daily which helps to inform them of what is happening at their student’s respective school, and what to plan for in the upcoming days. In 2025-2026 the Superintendent began weekly updates from her office via ParentSquare to inform families about activities and programs happening at the District level. Translation/interpretation services are provided by paraprofessionals and program coordinators, available at  school and District meetings and outgoing notifications are also provided in Spanish. Parent engagement on the District Advisory Committee has doubled this school year.

**3.5: Fostering a Positive School Climate and Inclusive Culture –  Fully Implemented**

This action is fully implemented to the District-wide efforts of establishing PBIS programs at each school site, namely CREED at Galt High School, SOAR at Liberty Ranch High School and RISE at Estrellita Continuation High School. Noticeable improvements in positive behaviors are taking place at all school sites with lower suspension rates and positive feedback from students on the annual Panorama survey. The

other aspects of this action, including student participation in “Breaking Down the Wall” programs, extracurricular/clubs engagement, athletic opportunities, leadership development and freshman transition support are successfully underway and will continue into 2026-2027.

**3.6: Celebrating Diversity and Inclusion: A Commitment to All – Fully Implemented**

This action is fully implemented as the Superintendent has implemented the Equity and Inclusion training for teachers and staff and the Ethnic Studies course was successfully implemented at Galt High School and Liberty Ranch High School. School and District Administrators also attended the regional Inclusion Academy training to better address and recognize both structural and mindset barriers and replace them with inclusive, universally designed, student-centered practices that value the strengths and neurodiversity of every learner.

**3.7: Empowering Vulnerable Students: A Commitment to Support – Partially Implemented**

This action is partially implemented as GJUHSD is still redesigning and restructuring Migrant Education Support. The funding from the State Migrant Education program was used to support after school tutoring to help students focus on English and Math coursework. Transportation home after the tutoring sessions was provided which is a new offering by the District. The District is still developing this program and continuing to garner student interest. Additionally, intervention strategies through MTSS have also been successful in supporting Unduplicated Pupils in the areas of credit recovery through the District’s FLEX program and the more intensive support-based environments such as the Colley and CARE programs.

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.

GJUHSD uses plus or minus 10% as the threshold for material differences. The following actions in this goal met or exceeded this threshold.

**3.1** Enhancing Students’ Well-Being: Mental health and Behavioral Support
Budgeted $162,365.00/Estimated Actual $609,420.00 (-275.36%)
Rational: PBIS was an added expense this year not originally budgeted, along with Safe School Ambassadors and Breaking Down the Walls. This action also covers One Eighty Counseling services which increased its contract price.

**3.2:** Enhancing Student Support: Multi-Tiered Systems of Support - No material differences

**3.3:** Ensuring Campus Safety and Well-Being - No material differences

**3.4:** Strengthening Family Engagement: A Commitment to Parents and Students
Budgeted $97,258.00/Estimated Actual $67,125.00 (+30.98%)
Rationale: Planned Professional Development not fully expended this year.

**3.5:** Fostering a Positive School Climate and Inclusive Culture - No material differences

**3.6:** Celebrating Diversity and Inclusion: A Commitment to All
Budgeted $12,102.00/Estimated Actual $3,336.00 (+72.43%)

Rationale: Planned Professional Development not fully expended this year.

**3.7:** Empowering Vulnerable Students: A commitment to Support - No material differences

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

**3.1: Enhancing Student Well-Being: Mental Health and Behavioral Support - Effective**

The mental health and behavioral services provided by the District include the One-Eighty Counseling and Resources Program which ensures our students access to mental health support. Additionally, the School Psychologist Galt High School Started a social skill group to help students navigate peer relationships; this program will expand to Liberty Ranch High School in school year 2026-27.This is part of the District's Alternatives to Suspension protocols in which students found in possession or under the influence of drugs or alcohol at school will be referred to the substance abuse counselor from One-Eighty Counseling as part of their intervention. This program has been effective as seen in the reduction of suspension overall. Additionally, the Independent Study, Colley Alternative Ed. program and CARE program in collaboration with Sacramento County has also contributed to the lower suspension rates and increased mental health services provided by the District and county. The Suicide Prevention Training did take place this year in the spring and will be offered again in the fall of 2026. One-Eighty counseling data for this school year includes – the One Eighty counselors serving 209 students at Galt High School and 135 students from Liberty Ranch HS. (Estrellita has a full-time mental health counselor from SCOE.) One-Eighty program counselors addressed anxiety/depression, behavior issues, grief, substance abuse, trauma and suicidal ideation across all student groups.

**3.2: Enhancing Student Support: Multi-tiered systems of Support (MTSS) – Effective**

This action is considered effective due to the success of the protocol in place. The MTSS team, which consists of School Counselors from both comprehensive sites, the School Psychologists, the Independent Study Program Teachers, District Nurse, Program Coordinator II and the Director of Student Services meet twice a month to go over student referrals. The team carefully considers the needs of each student and makes recommendations for alternate placements, counseling services, and parent contact. The team addresses 50 to 80 MTSS referrals a year made by teachers, parents and students. In an effort to address issues with urgency, the MTSS team utilizes immediate resources such as alternative education at Estrellita, Independent Study, the Colley program, or CARE program. The team also works with families to have students enter into One Eighty Counseling programs and other outpatient therapy such as Care Solace. The work of the MTSS team has contributed to the lower suspension rates, lower chronic absenteeism rates and positive use of counseling services.
Suspension rates – 2.1% suspended at least one day which is reduction of 2.3% from last year.
One-Eighty data – One-Eighty counselors worked with 344 students this year across both comprehensive high schools, with the majority of the referrals coming in for 9th graders.
Chronic Absenteeism – students at 20% or more days absent throughout the year: Estrellita 26.43%;Galt high School 7.21%;
Liberty Ranch 3.74%.

**3.3: Ensuring Campus Safety and Well-Being – Partially Effective**

This action is partially effective in that the Health Services and Prevention team did not meet this year to conduct trainings, however the Comprehensive Safety Plans have been Board approved, the Catapult EMS Emergency Response Platform successfully in place and utilized for all emergencies, the maintenance team has increased repairs regarding safety across all campuses and all managers took a training on how to utilize the two-way radios. Additionally, the District employs Campus Supervisor personnel who are on campus all day, and our partnership with the Galt Police Department provides School Resource Officers who patrol our campuses daily.

Panorama data for 2025 - School Safety

60% of Students report feeling saft on their campus (increase of 9% over last year)

64% of Families report feeling that campuses in Galt are safe for their children (same as last year)

**3.4: Strengthening Family engagement: A Commitment to Parents and Students – Effective**

This action is effective in that regular communication, translation/interpretation services and promoting family engagement has been made a priority in the District. Families receive ParentSquare notifications via email and texting daily which helps to inform them of what is happening at school and what to plan for in the upcoming days. Translation/interpretation services are provided by paraprofessionals and program coordinators, and this service is offered at all District meetings. Family engagement is increasing finally since COVID as evidenced by the results of the annual Panorama survey.

Panorama survey - Family Engagement:

20% of Families responded favorably to their Engagement with the schools.

70% of Families responded favorably to having accessibility to the teachers at their child's school.

**3.5: Fostering a Positive School Climate and Inclusive Culture – Partially Effective**

This action is considered partially effective because the Climate and Culture Committee was not intact during the school year until the PBIS initiative was formed. The Climate and Culture Committee is now the PBIS team with members from all three school sites who have participated in trainings since January 2025. Other aspects of this action include Professional Learning Communities for teachers (24 meetings this year); Extracurricular Engagement (up to 10 or more after school clubs at each comprehensive site); Athletic Opportunities (a full array of CIF sports at the comprehensive high schools, as well as local tournaments for flag football and soccer at Estrellita); Leadership Development courses (Leadership classes at Liberty Ranch HS, Link Crew at Galt HS).

Panorama survey - School Climate

52% of Families responded favorably to Positive School Climate in GJUHSD (slight decline from last year)

45% of Students responded favorably to Positive School Climate in GJUHSD (slight gain from last year)

53% of Staff responded favorably to Positive School Climate in GJUHSD (slight decline from last year)

61% of Teachers responded favorably to Positive School Climate in GJUHSD (slight gain from last year)

**3.6: Celebrating Diversity and Inclusion: A Commitment to All – Partially Effective**

This action is partially effective due to the fact that the planned Culturally Responsive Teaching professional development has not yet occurred. However, the Ethnic Studies team will participate in a small pilot for Equity and Inclusion training led by the Superintendent in May. The school sites promote diversity through clubs and events and honoring cultures through celebrations on campus. The new Ethnic Studies course will teach and celebrate the Miwok Tribe's origins in the community as well as the March for Fair Treatment for Farm Workers which went through the town of Galt in the 60's to bring attention to the struggles of Mexican American and Filipino Farm Workers in California. This year was the pilot Ethnic Studies program, and the curriculum will be reviewed and updated this summer by teachers in order to ensure the course will meet the District's graduation requirements for the fall cohort of 2026/graduation class of 2030.

**3.7: Empowering Vulnerable Students: A Commitment to Support – Partially Effective**

This action is partially effective due to the fact that Migrant Education Support just started in the spring of the 2025-26 school year. Nevertheless, the Program Coordinator II has been successful in assisting Foster Youth and Homeless Students this year by collaborating with teachers, counselors, and administrators to determine the academic focus needed for these students so they can successfully pass grade-level coursework. The Program Coordinator II plans appropriate interventions and refers high-need students to the MTSS committee. Interventions may include home visits, parent-teacher conferences, tutoring, One-Eighty counseling services or credit recovery work.
Unduplicated Pupils/Homeless Youth/Students With Disabilities passing scores for Math, English and A-G Math:

**Current Passing Scores for Math**

EL: 89.77%
LTEL: 84.89%
SWD: 78.08%
SED: 83.75%
HY: 84.23%
FY: NR
(2025-2026)

**A-G Completion**

All: 44% increase of +7.7%
EL: 34.4% increase of +17.3%
SWD: 23.4% increase of +8%
SED: 41.3% increase of +11.8%
HY: 38.5% increase of +9.9%
His/Lat: 42.4% increase of +11.7%

**Current Passing Scores for English**

EL: 92.05%
LTEL: 95.50%
SWD: 94.23%
SED: 97.09%

HY: 97.00%
FY: NR
(2025-26)

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.

**Goal 3:** There are no changes to the planned goal or metrics or targeted outcomes, however there are some slight changes made to actions in this goal that resulted from reflection on prior practice.

**3.1:** Enhancing Student Well-Being: Mental Health and Behavioral Support – The hiring of an additional School Psychologist is a substantive change to the District This action tripled in budgeted items to include the 2nd School Psychologist and One Eighty Counseling services for mental health and substance abuse.

**3.2:** Enhancing Student Support: Multi-Tiered Systems of Support - The District will be adding the implementation and monitoring of the PBIS program within this action for the rest of this LCAP cycle. Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column.

**3.3:** Ensuring Campus Safety and Well-Being – This budget is increased this year to continue covering our school safety initiatives which include Campus Security and School Resource officers and our health Services and Prevention team. The Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column.

**3.4:** Strengthening Family Engagement: A Commitment to Parents and Students - The Climate and Culture committee at the sites will become part of the District PBIS committee. Family Engagement favorable responses increased 3% this year on the Panorama Survey. Budget for this action is maintaining its amount for 2026-27.

**3.5:** Fostering a Positive School Climate and Inclusive Culture - The District will continue to seek out a variety of ways to celebrate all cultures represented at school sites. Budget for this action is increased for 2025-26 due to the 2.5% cola increase for salaries and step and column.

**3.6:** Celebrating Diversity and Inclusion: A Commitment to All - More professional development on this topic will happen in 2026-27 for all teachers/staff in the District. Slight increase in the action budget for program costs in 2026-27.

**3.7:** Empowering Vulnerable Students: A commitment to Support – Migrant students now have access to transportation if they stay for afterschool tutoring. Students With Disability have access to credit recovery programs after school and during summer school. There is a slight increase in the action budget for program costs in 2026-27.

**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** | Enhancing Student Well-Being: Mental Health and Behavioral Support | The District remains committed to prioritizing student well-being through comprehensive mental health and behavioral services. Here are our key initiatives:<br><br>School Psychologist and Behaviorist:<br>We will continue to employ a school psychologist. Additionally, we are actively seeking to hire a full-time behaviorist. Their role will be to intervene and establish behavior plans for students demonstrating inappropriate or assaultive behavior.<br><br>One-Eighty Counseling and Resources Program:<br>Our partnership with the One-Eighty Counseling and Resources program ensures access to mental health support. Two full-time mental health counselors and one part-time substance abuse counselor will provide comprehensive counseling, resources, and support to students across both comprehensive campuses. As part of our Alternatives to Suspension protocols, students found in possession of or under the influence of drugs or alcohol will be referred to the substance abuse counselor as part of their intervention.<br><br>Expanded Mental Health Support:<br>We are collaborating with the Sacramento County Office of Education to provide a third full-time mental health counselor. This counselor will serve students enrolled at Estrellita Continuation High School, Independent Study, and Colley Alternative Education programs. Additionally, we have partnered with Care-Solace, a mental health referral service, to offer additional support to students, staff, and families.<br><br>Suicide Prevention Training:<br>The District is working with the American Foundation for Suicide Prevention to provide suicide prevention training for staff members. This training equips staff with essential skills to recognize signs of distress and respond effectively. | $582,970.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.2** | Enhancing Student Support: Multi-Tiered Systems of Support | The District is deeply committed to providing a comprehensive range of academic, social-emotional, and behavioral supports for all students. Our efforts span across three tiers:<br><br>Tier 1 Supports:<br>We continue to refine our Multi-Tiered Systems of Support (MTSS) process. Teachers and staff receive resources to implement Tier 1 supports within the classroom and throughout the school day. Improved communication ensures that teachers are aware of specific interventions used for each student.<br><br>Tier 2 and 3 Interventions:<br>Our MTSS Site Teams, led by a Program Coordinator II and the Director of Student Services, meet weekly. These teams identify and discuss at-risk students, with a focus on English Learners, foster/Homeless Youth, and Students With Disabilities.<br>Appropriate, timely interventions and supports are provided to address their unique needs.<br><br>Districtwide MTSS Committee:<br>Biannually, our District MTSS Committee convenes to review tiered interventions, share best practices, and plan future improvements.<br>Chronic absenteeism across all student groups remains a targeted area for intervention. We are working on creating Districtwide graphic representations and verbal descriptions of MTSS tiered supports for public access.<br><br>Guidelines and Matrices:<br>Intervention matrices are being developed to set clear guidelines for appropriate Tier I, II, and III academic interventions. Our discipline workgroup focuses on Districtwide discipline matrices and alternatives to suspension, aiming to minimize poor behaviors and suspensions. | $397,938.00 | Yes |

| | | | | |
|---|---|---|---|---|
| | | Supporting Freshman Transition and Belonging for Students With Disabilities at Galt High School:<br>At Galt High School, administration will collaborate with the Link Crew teacher to foster peer-to-peer relationships between Link Crew students and ninth-grade Students With Disabilities. Administrators, counselors, and case managers will proactively provide these students with avenues for sharing concerns and addressing bullying and violence before they escalate to suspendable behaviors. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.3** | Ensuring Campus Safety and Well-Being | The District remains steadfast in its commitment to maintaining safe and secure campuses for students, staff, and visitors. Key initiatives include:<br><br>Comprehensive Safety Plans:<br>Our Comprehensive School Safety Plans and Injury and Illness Prevention Plans are reviewed and updated annually. These plans serve as essential guides to ensure the safety and well-being of everyone on our campuses.<br><br>Catapult EMS Emergency Response Platform:<br>We continue to utilize Catapult EMS, a digital, 24/7 emergency medical response platform. Ongoing training is provided to enhance proficiency in using Catapult EMS and to prepare for ALICE active shooter scenarios.<br><br>Infrastructure and Maintenance Focus:<br>Our Facilities and Maintenance team prioritizes safety infrastructure enhancements, equipment maintenance, and timely repairs. Ensuring safe facilities remains a top priority.<br><br>Campus Security and School Resource Officers:<br>Campus security personnel are present throughout the school day. Our partnership with the Galt Police Department provides School Resource Officers who patrol our campuses daily. This year, we are adding a second School Resource Officer to enhance safety measures. Two-way radios facilitate quick communication among administrators, campus security, School Resource Officers, and staff.<br><br>Health Services and Prevention:<br>Our health services team, led by a District-wide school nurse and two health assistants (one on each comprehensive campus), focuses on health prevention and intervention. The goal is to reduce health-related absences. Annual health and safety trainings for staff covers topics such as anaphylaxis, Narcan, seizures, diabetes, and asthma. | $759,036.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.4** | Strengthening Family Engagement: A Commitment to Parents and Students | The District places immense value on parental input and recognizes the pivotal role parents play in their children's academic success. Our commitment includes:<br><br>Regular Communication:<br>We are dedicated to maintaining open lines of communication with parents. Regular updates, involvement in decision-making processes, and access to resources are essential components of our approach. ParentSquare, our highly effective platform, facilitates multi-lingual, two-way communication between staff and families. While we currently use Panorama Surveys to gather input from families, students, and staff, we are actively exploring alternative survey options like the CA Healthy Kids Survey or Kelvin to enhance participation and reduce costs.<br><br>Translation/Interpretation Services:<br>We will restructure the District Clerk position to include translator/interpreter duties. This change will facilitate increased communication with both English and Spanish-speaking families, fostering greater parent participation in District activities and advisory groups. Spanish translations accompany all documents sent home, and translators are available for parent-teacher conferences and IEP meetings.<br><br>Promoting Family Engagement:<br>School and District staff collaborate with families to explore innovative ways to increase engagement. Back to School Night and Open House events provide opportunities for families to meet staff and learn about programs and services. We offer the Parent Project, providing support and strategies for parents navigating challenging adolescent behaviors exhibited by their children. Encouraging parental involvement in advisory committees and booster organizations remains a priority. Our Program Coordinator will play an expanded role in working with families to enhance engagement. | $97,382 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.5** | Fostering a Positive School Climate and Inclusive Culture | The District firmly believes that a positive school climate and a vibrant culture are integral to a thriving high school community. These essential components support student achievement, social-emotional well-being, and a sense of belonging for both students and staff.<br><br>Climate and Culture Committees:<br>As students express feelings of disconnection from their schools, teachers, and peers, school sites are proactively forming committees. These committees closely examine this phenomenon and develop strategies to enhance school culture, strengthen relationships among students and staff, and deepen students' sense of belonging.<br><br>Professional Learning Communities:<br>Interdepartmental professional learning communities engage teachers and staff in at least two cycles of learning focused on improving classroom climate and building meaningful relationships.<br><br>Extracurricular Engagement:<br>Our Activities Directors, Class and Club Advisors, and the Associated Student Body play a crucial role. They offer a diverse array of extracurricular clubs and activities, including celebrations, rallies, awards ceremonies, and graduations that honor student achievement.<br><br>Athletic Opportunities:<br>Throughout their high school career, students have ongoing opportunities to participate in a wide range of athletic competitions. This year, we will be adding girls' flag football at both comprehensive sites and e-sports at Liberty Ranch. Galt High already has an e-sports team.<br><br>Leadership Development:<br>We continue to support Leadership and Agriculture Leadership classes. These classes empower students to become leaders within their schools and communities. | $1,314,890.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Freshman Transition Support:<br>Incoming freshmen receive targeted support during their transition to high school. Freshman orientation activities at the start of the school year, along with programs like Link Crew, ease their transition.<br>Recognizing Academic Achievements:<br>Sites actively develop programs to recognize a broader range of students for their academic successes and achievements. | | |
| **3.6** | Celebrating Diversity and Inclusion: A Commitment to All | The District wholeheartedly embraces the rich tapestry of cultures represented within our student body. We actively strive to create an inclusive environment where every student has equitable access to our courses and services.<br>Culturally Responsive Teaching:<br>The District will provide professional development for teachers to enhance their cultural competence and understanding of diverse student backgrounds. Teachers will be encouraged to incorporate culturally relevant materials, perspectives, and teaching methods to create a more inclusive classroom environment.<br>Promoting Diversity through Clubs and Events:<br>Each site will develop and execute a plan to foster more clubs and events that celebrate the vibrant diversity of the Galt community.<br>We recognize that diversity enriches our educational experience and strengthens our sense of community. Students will be empowered to take an active role in promoting diversity and inclusion.<br>Emphasizing Equity and Inclusion:<br>Across all campuses, we will place a strong emphasis on diversity, equity, and inclusionary practices. Parents, families, community members, staff, and students will be engaged in conversations around diversity and inclusion to create a culture that celebrates these ideals.<br>Ethnic Studies Course Development:<br>District staff and teachers will collaborate with the community to create an Ethnic Studies course. This course will delve deeply into the myriad cultures and ethnicities that constitute the fabric of Galt's community. | $15,106.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.7** | Empowering Vulnerable Students: A Commitment to Support | Foster Youth, students experiencing homelessness, and migrant students face unique challenges that can hinder their full engagement in school. The District is unwavering in its commitment to providing essential support and services to ensure their success.<br>Program Coordinator II Support:<br>Our Program Coordinator II plays a crucial role in assisting Foster Youth and homeless students. Collaborating with teachers, counselors, and administrators, the Program Coordinator closely monitors the academic progress of these students, with a specific focus on English and math coursework. The ultimate goal is to have these students actively participating in and successfully passing grade-level coursework.<br><br>Intervention Strategies:<br>If students are not on track or exhibit signs of struggling in their coursework, the Program Coordinator intervenes promptly. Strategies include organizing parent-teacher conferences, providing access to tutoring, and implementing other targeted interventions. For more intensive support, the Program Coordinator may refer students to the Multi-Tiered Systems of Support Committee.<br><br>CAASPP Assessments:<br>The Program Coordinator collaborates with teachers to determine appropriate supports and accommodations for homeless and Foster Youth during the California Assessment of Student Performance and Progress (CAASPP) assessments.<br><br>Migrant Education Support:<br>We continue to provide assistance for Migrant Education students. Monitoring and supporting their academic progress toward graduation remains a priority. Additionally, Migrant Education students receive guidance related to college and career planning. Opportunities like Summer School and credit recovery programs are available to all Migrant Education students. | $72,062.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Galt JUHSD will maintain the essential conditions of learning that facilitate a high-quality education for our students. | Maintenance of Progress Goal |

State Priorities addressed by this goal:

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

For a District to provide a high-quality education to all students, it is necessary that the District first provide the basic conditions for learning, including highly qualified staff, standards-aligned instructional materials that are accessible to all students, facilities in good repair, transportation to and from school, and nutritious meals for students. Ongoing progress monitoring of Goal 4 metrics will help the District identify and strategically plan interventions for Unduplicated pupils, Students With Disabilities, and Students Experiencing Homelessness such as:
-Participating in more local, regional and statewide job recruitment fairs for educators
-Increasing the number of facilities and maintenance work orders completed in a timely fashion
-Ensuring all textbooks and Chromebooks are in excellent repair and accessible to every student
-Providing safe transportation and free breakfast and lunch for all students in need
-Keeping the grounds on each campus clean, high-functioning and welcoming

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Appropriately Credentialed Teachers Rate:<br>% of teachers who are properly and fully credentialed to teach their classes<br>(DataQuest - Staff Assignment Data) | 89.9%<br>(2021-22) | 97.9%<br>(2024-25) | 97.9%<br>(2025-26) | 95% | +8.0% |
| 4.2 | Sufficiency of Instructional Materials:<br>% of students who have been provided with instructional materials which are fully aligned to the state academic standards<br>(Board Resolution - Sufficiency of Instructional Materials) | 100%<br>(2023-24) | 100%<br>(2024-25) | 100%<br>(2025-26) | 100% | 0% |
| 4.3 | Facilities in Good Repair:<br>% of facilities which do not meet the "good repair" standard<br>(Annual Facilities Inspection Tool Report) | GHS: 62% Poor<br>LRHS: 91% Good<br>EHS: 85% Fair<br>(2023-24) | GHS: 79.8% Fair<br>LRHS: 91.7% Good<br>EHS: 88% Fair<br>(2024-25) | GHS: 90.27% Good<br>LRHS: 96.56% Good<br>EHS: 94.65 % Good<br>(2025-26) | GHS: 79% Fair<br>LRHS: 95% Good<br>EHS: 90% Good | GHS: +28.27%<br>LRHS: +5.56%<br>EHS: +9.65% |

# Goal Analysis [2025-26]

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

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

**4.1: Enhancing Education Quality: Attracting and Retaining Effective Teachers – Fully Implemented**

The action is fully implemented with no substantive changes, all aspects such as offering competitive salaries and benefits, addressing the teacher shortage with active recruitment and supporting new teachers on site and with county resources are consistent throughout the school year. The annual stipend for Education Specialists has also been approved to continue on – via annual union negotiations.

**4.2: Empowering Effective School Administration: A Commitment to Quality Education – Fully Implemented**

This action is fully implemented as each school site has skilled administrative teams that implement increasing student achievement programs as well as support for College and Career Readiness with an emphasis on Unduplicated Pupils. All administrators have the access and ability to use efficient technology tools for the organization and at the District level the technology team is being restructured to include school information systems analyst to assist in overseeing integral data systems such as CALSPADS, CALSAAS, and Civil Rights Reporting.

**4.3: Advancing Educational Resources: Textbooks, Technology, and Libraries – Fully Implemented**

This action is fully implemented with no substantive changes. There are two Library Media Center Specialists who assist with maintaining the daily obligations of the school library including maintaining textbook inventory and organization, book distribution and disposal, checking out Chromebooks for students use. The Library Media Center Specialists were integral in the Williams visit this year at GHS which produced no findings. This position also ensures textbook/E-book access for Students With Disabilities and learning supports for all Unduplicated Pupils.

**4.4: Strengthening Technology infrastructure and Security – Fully Implemented**

This action is now fully implemented in that the Technology Team continues to effectively upgrade the District's firewall, implement cyber security tools, upgrade current, and add additional wireless infrastructure for safety and speed, installation of security cameras on cameras on campuses, and train staff on phishing and other potential breaches to our District-wide technology system.

**4.5: Enhancing Campus Conditions: A Commitment to Learning – Partially Implemented**

This action is partially implemented as the Maintenance and Operations Department work is ongoing. Work on deferred maintenance projects is underway and there is more intentional emphasis on replying to work orders promptly and completing the work in a timely manner. This year the M&O team demonstrated a strong commitment to maintaining safe, clean and functional learning environments across all sites. Facilities inspections are conducted in the District annually by a third-party vendor, providing an independent evaluation of each school's condition. Scores improved this year across sites reflecting the ongoing effort of our maintenance and operations team to address identified

items and raise the standard of care for our facilities. It is also a School Board directed goal for the M&O team to upgrade the status of Galt High School and Estrellita High School on the annual FIT report.

**4.6: Empowering Student Potential: Safe and professional Transportation – Partially Implemented**

The work of the Transportation Department is successful, but this action is deemed partially implemented due to the ongoing need for a steady pool of bus drivers. The challenge for this department has been to hire qualified drivers and find substitute drivers when a full-time employee may be out ill or on vacations; however, Unduplicated Pupils do receive priority for transportation when resources are limited. The District provides both electric busses and diesel powered busses.

**4.7: Nourishing Students: Universal Meals and Ongoing Improvements – Fully Implemented**

The work of the Food Services Department is considered fully implemented as staff efficiently provide both free breakfast and lunch to the majority of student population on a daily basis. The Food Service (FS) Department is comprised of a Director, and Operations Clerk, and 18 employees. The Food Services Department is working to replace ultra processed food with freshly prepared meals made on site, while satisfying the USDA requirements for a reimbursable meal. The department is focused on procuring local ingredients, when possible. There are kitchens at all three high school sites which are kept organized and spotless. The District is now also providing Sun Bucks benefits for summer access to food for socio economically disadvantaged students.

**4.8: Creating Welcoming Learning Environments: Custodial And Groundskeeping – Fully Implemented**

This action is deemed fully implemented in that the custodians and groundskeepers have successfully maintained the overall appearance and functionality of our educational spaces without disruption thought the entire year. This year Galt High School was reviewed by the Sacramento County Office of Education as part of the Williams Settlement legislation That inspection, conducted in August of 2025, found the school's facilities to be in exemplary condition with no deficiencies carried past 30 days and no emergency or extreme deficiency findings. Following the initial inspections, District staff addressed all recommendations promptly, and upon reinspection the SCOE inspector confirmed every item had been resolved noting that staff were engaged, responsive, and thorough throughout the process.

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.

GJUHSD uses plus or minus 10% as the threshold for material differences. The following actions in this goal met or exceeded this threshold.

**4.1:** Enhancing Education Quality: Attracting and Retaining Effective Teachers - No material differences

**4.2:** Empowering Effective School Administration: A Commitment to Quality Education – No material differences

**4.3:** Advancing Educational Resources: Textbooks, Technology, and Libraries
Budgeted $245,635.00/Estimated Actual $521,791.00 (-112.43%)
Rationale: New Chromebooks were purchased for the freshman class and networking, and software costs have increased.

**4.4:** Strengthening Technology Infrastructure and Security
Budgeted $850,533.00/Estimated Actual $763,552.00 (+10.23%)
Rationale: Purchasing 3 year contracts and E-rate discounts created cost savings

**4.5:** Enhancing Campus Conditions: A Commitment to Learning - No material differences

**4.6:** Empowering Student Potential: Safe and Professional Transportation
Budgeted $1,796,497.00/Estimated Actual $2,433,008.00 (-35.43%)
Rationale: Increased costs for substitute drivers, increased costs for bus repairs and negotiated raises were added to the expenditures after the adopted budget

**4.7:** Nourishing Students: Universal Meals and Ongoing Improvements
Budgeted $1,551,104.00/Estimated Actual $1,718,548.00 (-10.80%)
Rationale: Increased student population, and the cost of food escalated this year due to an inflationary economy

**4.8:** Creating Welcoming Learning Environments: Custodial and Groundskeeping
Budgeted $2,038,864.00/Estimated Actual $2,259,650.00 (-10.83%)
Rationale: Increase costs on materials and supplies due to an inflationary economy

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

**Goal 4:** There are no changes to the planned goal or metrics or targeted outcomes, however there are some slight changes made to actions in this goal that resulted from reflection on prior practice.

**4.1: Enhancing Education Quality: Attracting and Retaining Effective Teachers – Effective**

This action is deemed effective due to the fact that our Appropriately Credentialed teacher rate is 97.9%, which is up 8% from last year. Additionally, the District has a teacher retention rate of 96% or higher each year. The District also provides a bonus of up to $6200 or more to Education Specialist Candidates as an incentive for hire. All new teachers are supported 1:1 for two years by mentor teachers in the District as well as the Teacher Induction Program at the Sacramento County Office of Education.

**4.2: Empowering Effective School Administration: A Commitment to Quality Education – Effective**

This action is deemed effective due to the fact that the principals at each comprehensive high school have been in their role for over 10 years each. The principal at Estrellita has been with the District for 3 years and this year Estrellita won Model Continuation High School for the State of California (2024-25). The principals also have a long-standing administrative team at each site who skillfully manage the software programs for registration/enrollment and reception. Site administrators also hands-on in their jobs and regularly attend District meetings concerning English Learners, VAPA grants, math progress, AVID, Special Education, Intra/Inter District transfers etc... The principals also meet with the Superintendent 1:1 twice a month.

**4.3: Advancing Educational Resources: Textbooks, Technology, and Libraries – Effective**

This action is deemed effective as the School Board has signed the resolution stated that there is a Sufficiency of Materials in the District for school year 2025-26. The Technology Team also manages over 2200 student Chromebooks and 150 teachers/administrative laptops. There have been zero Williams complaints or findings over the past 5 years. Each library is managed by a Library Media Center Specialist who inventories textbooks, distributes textbooks and Chromebooks, and manages the library book checkout system as well as prepares new books with barcodes for tracking purposes. For 2025-26 the District purchased 500 new Chromebooks to replace the ones that will age out with the graduating class of 2025. The Director of Ed. Services along with the Librarians and Dept. Chairs regularly inventory the books at both campuses to determine materials for disposal due to wear and tear and information that is no longer up to date. This school year (Aug. 2025) the Sacramento County Office of Education conducted a Willams visit to Galt High School and there were zero findings during the visit regarding the necessary textbooks, Chromebooks and science supply inventories for student materials.

**4.4: Strengthening Technology Infrastructure and Security – Effective**

This action is effective due to the skilled management and organization of the Tech Services team at GJUHSD. The team has utilized E-rate services and discounts to establish a highly effective firewall system, including Palo Alto Firewall Systems and CWD Cloud Security. Additionally, the student Chromebooks are secure as an organizational unit in Google with restrictions to prevent students from accessing inappropriate content and sites. There are also restrictions that do not allow students to change or alter the device and its connectivity. There are several extensions that track the device, and the Securly Platform and Bark Platform provide additional web filters and student safety monitoring alerts for self-harm, weapons/violence threats, depression/anxiety, hate speech/bullying. The Director of Student Services and members of the Health and Safety committee monitor these alerts, and teachers can also control all of the student devices when in the classroom.

**4.5: Enhancing Campus Conditions: A Commitment to Learning - Effective**

This action is effective because the 25-26 FIT report stated that Galt High School earned a “Good” report. As of May 2026, the latest FIT report states that Galt High School has moved up to "Good" status due to the multiple repairs that have taken place during the winter of 2025 under the guidance of the new Director for Facilities, Maintenance & Operations, and Projects. Ongoing repairs to facilities continue, including a new HVAC system that was installed at Galt High School, and a new fire alarm system is slated for summer installation. The new batting cages at Liberty Ranch have been completed this spring, and this campus has maintained is “Good” fit rating for this year.

**4.6: Empowering Student Potential: Safe and Professional Transportation - Partially Effective**

This action is deemed partially effective due to the issue of finding enough qualified drivers. Approximately one-third of the students enrolled in GJUHSD ride the school bus. On the days when there are drivers out sick or on vacation the transportation administrators drive the buses, or a bus route is cancelled. The District has heard that when a bus route is cancelled, the students who do not have any other mode of transportation do not attend school. The District has worked to resolve this issue by finding alternative transportation for students when bus routes have to be canceled and by hiring more drivers. The District currently has 3 electric busses and is pursuing more when possible.

**4.7: Nourishing Students: Universal Meals and Ongoing Improvements – Effective**

The Food Services Department at GJUHSD is highly effective and comprised of a Director,16 employees, and three substitutes. On an average day the department provides 1300 lunches and 500 breakfasts per week. Every meal follows FDA guidelines for calories and content. There is little turnover in the staff as they are dedicated to the nourishment of the students and keep the kitchens as all three school sites organize and spotless. Food Services also works with nearby Long Ranch, Cream Co. Meats, and La Tapatia - along with food hubs such as Spork and Ag Link to procure fresh vegetables and fruits from local farmers in the Galt area. The daily expectation for the Food staff is to provide the best possible service to students while still having fun.

**4.8: Creating Welcoming Learning Environments: Custodial And Groundskeeping – Effective**

This action is deemed effective as the District provides a safe, clean environment for students, staff, and volunteers as required for optimal conditions of student learning. The District school board has adopted cleaning standards for all schools in the District. A team of custodians ensures classrooms, restrooms, and campus grounds work daily and, in the evening, and the campuses and District office are kept clean and safe. Additionally, the District maintenance staff ensures that the repairs necessary to keep the schools and District office in good condition and work order are completed in a timely manner. A scheduled maintenance program, as well as a work order process, is administered by the Director of Facilities, Maintenance, Operations, and Projects who is responsible for 3 grounds crew, 10 custodians, and 2 maintenance technicians. During the Williams visit at Galt High School for the physical campus, the Sacramento County Office of Education found the school's facilities to be in exemplary condition with no deficiencies carried past 30 days, and no emergency or extreme deficiency findings.

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.

**Goal 4:** There are no changes to the planned goal or metrics or targeted outcomes; however, there are some slight changes made to actions in this goal that resulted from reflection on prior practice.

**4.1:** Enhancing Education Quality: Attracting and Retaining Effective Teachers - GJUHSD will continue to add additional teacher recruitment efforts when available. Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column an increase in FTE at both comprehensive high schools due to growing enrollment.

**4.2:** Empowering Effective School Administration: A Commitment to Quality Education –The Budget for this action is decreased for 2026-27 due to intentional cost reductions and use of other funding resources to cover Non-payroll needs for technology tools/software/licensing.

**4.3:** Advancing Educational Resources: Textbooks, Technology, and Libraries - An additional Library Media Center Specialist was hired this year at Liberty Ranch. There is a slight increase to the action budget for increased program costs and the 2.5% cola.

**4.4:** Strengthening Technology Infrastructure and Security - GJUHSD continues to work with E-Rate and will intentionally celebrate Digital Citizenship in fall of 2026 (October 22-25th). Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column.

**4.5:** Enhancing Campus Conditions: A Commitment to Learning - The Director for Facilities, Maintenance & Operations, and Projects continually seeks out opportunities to improve campus conditions to increase the FIT Report scores. Budget for this action is increased for 2026-27 due to the rising cost of materials and supplies.

**4.6:** Empowering Student Potential: Safe and Professional Transportation - The District added an afternoon bus for Migrant Students staying for after school tutoring and also hired additional bus drivers to prevent driver shortages. Budget for this action is increased for 2026-267due to the 2.5% cola increase for salaries and step and column.

**4.7:** Nourishing Students: Universal Meals and Ongoing Improvements – The District provided 1300 lunches 500 breakfasts daily. There is a slight increase in the budget due to use of other funding sources.

**4.8:** Creating Welcoming Learning Environments: Custodial and Groundskeeping - Budget for this action is increased for 2026-267due to the 2.5% cola increase for salaries and step and column.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Enhancing Education Quality: Attracting and Retaining Effective Teachers | The District remains committed to delivering the highest quality education to students. Key strategies include:<br><br>Competitive Salaries and Benefits:<br>Collaborating with bargaining units, the District ensures that salaries and health benefits remain competitive. Attracting and retaining highly effective teachers is a top priority.<br><br>Addressing Teacher Shortage:<br>In response to the teacher shortage, the District actively partners with credentialing programs. Recruitment efforts continue through attendance at job fairs to identify and hire high-quality teachers. Innovative methods are explored to incentivize teachers to join the Galt JUHSD team.<br><br>Supporting New Teachers:<br>The District continues to enhance the new teacher orientation process. Mentor support is provided to new teachers, including interns, to improve retention rates. | $9,982.699.00 | No |

| | | | | |
|---|---|---|---|---|
| **4.2** | Empowering Effective School Administration: A Commitment to Quality Education | The District is unwavering in its dedication to providing highly effective administrative support teams at each school site. These teams play a critical role in supporting the instructional program, maintaining safe and orderly campuses, and delivering exceptional customer service to parents and community members.<br><br>Comprehensive Administrative Support:<br>Each school benefits a skilled administrative team, including principals, assistant principals, administrative assistants, and attendance clerks. These teams not only support the instructional program but also prioritize campus safety and serve as a valuable resource for addressing parent and community needs promptly and professionally.<br><br>Software and Applications:<br>School sites utilize a variety of software and applications to enhance staff efficiency in school administration. Tools such as Frontline, PowerSchool, SEIS, Microsoft Office, Google, Illuminate, and Adobe contribute to effective school management.<br><br>Data Management and Reporting:<br>PowerSchool and the Special Education Information System (SEIS) serve as primary repositories for student information. The District leverages PowerSchool, SEIS, Illuminate, and Excel to extract data and create reports. The Data and Accountability Analyst oversees these data systems, ensuring data integrity and accuracy and is responsible for local, state, and federal reporting, including CALPADS, CALSAAS, and Civil Rights Reporting. | $1,790,118.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.3** | Advancing Educational Resources: Textbooks, Technology, and Libraries | The District recognizes the importance of all students having access to high-quality instructional materials for each course, both at school and in the home.<br><br>Instructional Materials:<br>The District ensures that every student has access to the required instructional materials for any class they take. These materials may be provided physically or electronically and are issued to the student at the beginning of the class. The District maintains a textbook adoption cycle schedule and pilots any new instructional materials to ensure that all instructional materials and textbooks align with current state standards and frameworks. Rigor, cultural relevance, diversity, and inclusion are central considerations when adopting new instructional materials. Differentiation strategies for English Learners and Students With Disabilities are integral to our selection process. Electronic availability of all instructional materials ensures accessibility for all students.<br><br>Technology Access:<br>Every student receives a laptop or Chromebook for use both in the classroom and at home. To bridge the digital divide, broadband hotspots are provided to students lacking reliable high-speed internet access at home. Technology support is available during the school day for District issued laptops/Chromebooks, hotspots, and District-supported applications.<br><br>Library Enrichment:<br>School libraries are actively maintained with relevant and engaging materials for students and staff. Collaborating with the Sacramento County Library, we extend access to their full range of services for our students.<br><br>Follett Destiny Management:<br>The District utilizes Follett Destiny to efficiently manage both library and textbook inventories. | $250,667.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.4** | Strengthening Technology Infrastructure and Security | The District remains committed to investing in a robust information technology infrastructure and skilled staff to support it.<br><br>Infrastructure Maintenance:<br>We will continue repairing, upgrading, and replacing staff, classroom, and student devices. Evaluating and prioritizing the District infrastructure ensures effective and efficient operation of the network, phone system, and other IT systems.<br><br>Data and Internet Security:<br>Ensuring data and internet security is a top priority. We utilize tools such as Bark, Securly, ProofPoint, and Palo Alto firewalls. Monitoring and filtering hardware and software safeguard the District's network. District staff receive training through Knowbe4 to prevent potential security breaches. | $863,471.00 | No |
| **4.5** | Enhancing Campus Conditions: A Commitment to Learning | The Maintenance and Operations Department is dedicated to ensuring essential conditions for learning across our campuses. Key initiatives include:<br><br>Responsive Work Orders:<br>The department promptly handles issues submitted through work orders from school sites. Priority issues affecting student learning conditions receive immediate attention.<br><br>Indoor Air Quality Focus:<br>Our focus extends to improving indoor air quality in all classrooms. Measures include reducing VOCs, particulate matter, allergens, and pathogens. Upgrading HVAC systems and controls helps lower carbon dioxide levels in occupied classrooms.<br><br>Infrastructure Upgrades: | $1,227,840.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | We diligently address issues identified in the FIT inspections performed by specialized consultants. These efforts contribute to maintaining safe, functional, and inviting campuses. Prioritizing improvements, we will address roof leaks, enhance internal classroom conditions, and upgrade fire alarm systems. Campus security benefits from improved lighting both around campus and within classrooms. | | |
| **4.6** | Empowering Student Potential: Safe and Professional Transportation | The Transportation Department is dedicated to supporting students in reaching their highest potential. Our commitment includes:<br><br>Safe and Secure Transportation:<br>We provide safe and secure transportation within a positive atmosphere. Upholding the highest standards of courtesy and professionalism ensures a positive experience for all students. In alignment with the approved transportation plan, students will not be charged for transportation.<br><br>Priority for Students With Disabilities and Unduplicated Students: Home-to-school transportation and additional services for Students With Disabilities are provided as specified in their Individualized Education Programs or Section 504 plans. This may include bus attendants and transportation to non-public special education schools. Unduplicated students receive priority for transportation when resources are limited. The District may collaborate with outside transportation companies or issue bus passes (Connect Transit Cards) for Galt City Transit Services when necessary.<br><br>Ongoing Improvement:<br>We recruit and train highly skilled transportation professionals. Fleet modernization efforts, including new electric buses and related infrastructure, enhance our services. | $1,960,368.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.7** | Nourishing Students: Universal Meals and Ongoing Improvements | The Food Services Department is committed to providing nutritious Universal Meals to all students, free of charge, during breakfast and lunch throughout the school year. Additionally, students participating in summer school can apply to receive free meals while summer sessions are in progress. Our ongoing efforts include:<br><br>Enhanced Accessibility and Efficiency:<br>We are actively expanding our program offerings to provide greater access to healthy and nutritious foods. We are also working to streamline processes to ensure that students receive meals promptly and conveniently.<br><br>Data Collection and Reporting:<br>Improve data collection and reporting that affects fund sources that directly benefit our students.<br><br>Staff Training and Development:<br>We will provide staff with training and development that impacts program quality, accessibility, and delivery.<br><br>Upgraded Kitchen Equipment:<br>We are procuring new kitchen equipment, including dishwashers, ovens, and refrigeration units. | $1,599,447.00 | No |
| **4.8** | Creating Welcoming Learning Environments: Custodial and Groundskeeping | The District is dedicated to upholding clean, functional, and inviting classrooms, office spaces, and campuses.<br><br>Effective Custodial and Groundskeeping Teams:<br>Our commitment extends to employing and training an efficient team of custodians and groundskeepers. Standard operating procedures guide custodial and ground operations on a daily basis. They play a vital role in maintaining the overall appearance and functionality of our educational spaces.<br><br>Essential Utilities Management:<br>We prioritize the seamless operation of essential utilities. Gas, electric, water, sewage, and waste management systems are diligently maintained to ensure uninterrupted campus functioning. | $2,363,647.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **5** | By 2027, Galt JUHSD will improve student outcomes in Math for all students, including English Learners, Students With Disabilities, Homeless Youth, and socioeconomically disadvantaged students, as measured by student grades, CAASPP Math assessments, and student progress in math prior to graduation. | Focus Goal |

State Priorities addressed by this goal.

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.

The District believes that math education is an important aspect of a student's preparation for life after high school. Studies show that a student's level of math education is a predictor of their future success. However, according to local measures and the CA School Dashboard, math has continually been an area of lower performance for students in our schools. In collaboration with our educational partners, the District has decided to focus on improving student outcomes in math for the next three years. Ongoing progress monitoring of Goal 5 metrics will also help the District identify and strategically plan interventions for student below grade level in math (with an emphasis on Unduplicated pupils) such as”
-Vertical and Horizontal articulation between departments and feeder Districts
-Concentrated efforts by teacher to track student data to inform practice
-Conducting Interim Assessments to Benchmark to monitor student progress across the District, and prepare them for CAASPP -Increased opportunities for teacher professional development
-Providing differentiated interventions for students with D and F grades in math

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Enrollment in Grade-Level Math Rate % of students enrolled in grade-level math or higher (PowerSchool - Enterprise Reports - Stored Grades) | All: 51.0%<br>EL: 24.4%<br>LTEL: 33.7%<br>SWD: 24.8%<br>SED: 43.5%<br>HY: 31.3%<br>His/Lat: 22.1%<br>(2023-24) | All: 62.8%<br>EL: 40.9 %<br>LTEL: 36.8 %<br>SWD:38.2%<br>SED: 61.0%<br>HY: 58.1%<br>His/Lat: 60.0 %<br>(2024-25) | All: 70.53%<br>EL: 61.36%<br>LTEL: 65.59%<br>SWD: 51.92%<br>SED: 67.90%<br>HY: 72.92 %<br>His/Lat: 70.63%<br>(2025-26) | All: 60%<br>EL: 40%<br>LTEL: 50%<br>SWD: 40%<br>SED: 55%<br>HY: 50%<br>His/Lat: 40% | All: +19.53%<br>EL: +36.96%<br>LTEL: +31.89%<br>SWD: +27.12%<br>SED: +24.4%<br>HY: +41.62%<br>His/Lat: +48.53% |
| 5.2 | Math Coursework Pass Rate % of students who earned a C- or higher in their math coursework (PowerSchool - Enterprise Reports - Stored Grades) | All: 70.1%<br>EL: 48.5%<br>LTEL: 48.3%<br>SWD: 68.3%<br>SED: 65.5%<br>HY: 59.2%<br>His/Lat: 66.8%<br>(2023-24) | All: 72.0%<br>EL: 50.0%<br>LTEL: 53.3%<br>SWD: 63.7%<br>SED: 72.4%<br>HY: 71.0%<br>His/Lat: 69.1%<br>(2024-25) | All: 69.07%<br>EL:59.09 %<br>LTEL: 61.41%<br>SWD: 59.23%<br>SED: 65.70%<br>HY: 66.15%<br>His/Lat: 67.98%<br>(2025-26) | All: 80%<br>EL: 65%<br>LTEL: 65%<br>SWD: 80%<br>SED: 80%<br>HY: 75%<br>His/Lat: 80% | All: -1.03%<br>EL: +10.59%<br>LTEL: +13.11%<br>SWD: -9.07%<br>SED: +0.2%<br>HY: +6.95%<br>His/Lat: +1.18% |
| 5.3 | CAASPP - Math Met Standards Rate % of juniors who "met" or "exceeded" standard on the CAASPP - Math assessment (CAASPP Reporting website - CAASPP Mathematics) | All: 25.8%<br>EL: 5.6%<br>LTEL: 10.3%<br>SWD: 3.6%<br>SED: 17.1%<br>HY: 4.8%<br>His/Lat: 16.8%<br>(2022-23) | All: 28.4%<br>EL: 2.4%<br>LTEL: 7.4%<br>SWD: 7.8%<br>SED: 20%<br>HY: 20%<br>His/Lat: 22.6%<br>(2023-24) | All: 29.29%<br>EL: 4.17%<br>LTEL: 9.09%<br>SWD: 3.7%<br>SED: 22.54%<br>HY: 11.76%<br>His/Lat: 25.27%<br>(2024-25) | All: 40%<br>EL: 15%<br>LTEL: 25%<br>SWD: 15%<br>SED: 35%<br>HY: 15%<br>His/Lat: 35% | All: +4.1%<br>EL: -1.43%<br>LTEL: -1.21%<br>SWD: +0.1%<br>SED: +5.44%<br>HY: +6.96%<br>His/Lat: +8.47% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.4 | CAASPP - Math - Distance from Standard Average distance student scores were from the cut off score for "Meeting Standard" (CA School Dashboard - Academic Indicator - Math) | All: 81.7 points below standard<br>EL: 148.9 points below standard<br>LTEL:198 points below standard<br>SWD: 183.4 points below standard<br>SED: 107.6 points below standard<br>HY: 172.5 points below standard His/Lat: 105.9 points below standard<br>(2022-23) | All: 75.1 points below standard<br>EL: 180 points below standard<br>LTEL: (Added in 25-26)<br>SWD: 170.6 points below standard<br>SED: 103 points below standard<br>HY: 139 points below standard<br>His/Lat: 93 points below standard<br>(2023-24) | All: 62.8 points below standard<br>EL: 144.7 points below standard<br>LTEL: 154.7 points below standard<br>SWD: 176.6 points below standard<br>SED: 81 points below standard<br>HY: 134.7 points below standard<br>His/Lat: 75.1 points below standard<br>(2024-25) | All: 55 points below standard<br>EL: 10 points below standard<br>LTEL: 112 points below standard<br>SWD: 140 points below standard SED: 75 points below standard<br>HY:130 points below standard<br>His/Lat: 75 points below standard | All: -18.9 points<br>EL: -4.2 points<br>LTEL: -43.3 points<br>SWD: -6.8 points<br>SED: -26.6 points<br>HY: -37.8 points<br>His/Lat: -30.8 points |
| 5.5 | Early Assessment Program - Math Rate % of graduating seniors who met the requirements for the CSU Early Assessment Program in Math ("exceeded standard" on 11th grade CAASPP - Math assessment) | All: 17.1%<br>EL: 2.5%<br>LTEL: 0.5%<br>SWD: 5.0%<br>SED: 8.7%<br>HY: 5.3%<br>His/Lat: 8.2%<br>(2022-23) | All: 9.0%<br>EL: 0%<br>LTEL: 0%<br>SWD: 1.5%<br>SED: 4.1%<br>HY: 5.0%<br>His/Lat: 6.9%<br>(2023-24) | All: 9.98 %<br>EL: 0%<br>LTEL: 0%<br>SWD: 1.85%<br>SED: 5.74%<br>HY: 5.88%<br>His/Lat: 7.69%<br>(2024-25) | All: 20%<br>EL: 10%<br>LTEL:10%<br>SWD: 12.5%<br>SED: 15%<br>HY: 12.5%<br>His/Lat: 5% | All: -7.12%<br>EL: -2.5%<br>LTEL: -0.5%<br>SWD: -3.15%<br>SED: -2.96%<br>HY: +0.58%<br>His/Lat: -051% |

# Goal Analysis [2025-26]

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

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

**5.1: Establish Common Goals and Expectations around Math Education - Fully Implemented**

This action is deemed fully implemented due to the fact that the math departments were able to meet District-wide more often than ever before. Math teachers were given the opportunity to dialogue around different aspects of common assessments, replacing the Applied Math course with Transition to Quantitative Reasoning and articulation with the elementary/middle school feeder school math programs. For Students With Disabilities in the Resource program the District offers Math Essentials where the Math 180 curriculum is used. The Students With Disabilities in Independent Living Skills classes are offered instruction in Basic Math (non-diploma track).

**5.2: Horizontal Alignment of Math Curriculum Across the District - Fully Implemented**

This action is now fully implemented due to the fact that the Education Services Department held 2 articulation meetings with the GJUHSD high school math departments and 2 with all of the elementary/middle school feeder Districts. Feedback at these meetings prompted the new 8th grade math assessment that was created by GJUHSD high school teachers, conducted by 8th grade teachers and the results used to solidify math placements for incoming freshman. Additionally, Integrated Math 1A and 1B will be instituted at the comprehensive high schools as a result of the articulation meetings in an effort to provide qualifying students with a slower paced Integrated Math alternative.

**5:3: Vertical Articulation of Math Curriculum - Fully Implemented**

This action is now fully implemented due to the fact that the Education Services Department held articulation meetings with the feeder Districts (New Hope, Galt Elementary, Arcohe and Oakview) to share information about math sequencing, pacing and curriculum. The meetings revealed that each different District is offering a unique mathematics programs and there needs to be more alignment with the high school curriculum for a smooth transition. Feedback and placement data for 8th grade students was provided by the feeder schools and analyzed by the high school teachers, counselors and administrators. Prior year's assessment data from the feeders was also discussed in an effort to uncover gaps in learning that need to be addressed in the high school curriculum.

**5.4: Data-informed, Research-Based Instructional Practices for Math – Partially Implementation**

District math teachers attended the Sacramento County Office of Education's large-scale math curriculum fair. From this event teachers established a list of publishers to further explore for a possible math adoption in 2026-2027. Four of the publishers have made presentations thus far, and additionally the District piloted a supplemental curriculum that uses AI to provide differentiated curriculum for students trying to raise D and F grades. In the coming year the teachers are also researching illustrative mathematics curriculum for possible adoption.

**5.5: Appropriate Monitoring and Assessment in Math - Partially Implemented**

This year the math departments in the District conducted the Interim Assessment Benchmarks provided by the state. These were conducted at the beginning and end of each course. This is the first common assessment besides the CAASPP that has been conducted for math in the District in over ten years. Additionally, the District-created 8th grade math assessment for incoming 9th graders is also a common assessment that has not been conducted in quite some time. This effort will lead to a District-wide data collection and analysis to uncover areas across all schools that need math intervention and possibly restructuring.

**5.6: Targeted and Timely Supports for Underperforming Students in Math - Partially Implemented**

The math teachers in the District use their Wednesday afternoon PLC time to review student mathematics data to explore which student groups are underperforming in mathematics. The math CAASSP scores increased over 12 points in 2025 which is an upward trend the District intends to build upon. Students With Disabilities is a main focus for teachers since they are performing in the red dial on the California State Dashboard. When Students With Disabilities are taking a “general education” math course Education Specialists and/or paraeducators provide support when/if needed to ensure that students have the support they need to be successful.

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.

GJUHSD uses plus or minus 10% as the threshold for material differences. The following actions in this goal met or exceeded this threshold.

**5.1:** Establish Common Goals and Expectations around Math Education
Budgeted $3100.00/Estimated Actual $0 (+100%)
Rationale: Goal planning did not garner any costs

**5.2:** Horizontal Alignment of Math Curriculum Across the District
Budgeted $11,200.00/Estimated Actual $0 (+100%)
Rationale: Horizontal Alignment did not garner any costs

**5:3:** Vertical Articulation of Math Curriculum
Budgeted $5600.00/Estimated Actual $0 (+100%)
Rationale: Vertical Articulation did not garner any costs

**5.4:** Data-informed, Research-Based Instructional Practices for Math
Budgeted $11,2000.00/Estimated Actual $0 (+100%)
Rationale: Professional Learning did not garner any costs

**5.5:** Appropriate Monitoring and Assessment in Math
Budgeted $20,760.00/Estimated Actual $0 (+100%)
Rational: IAB Assessments had no associated costs

**5.6:** Targeted and Timely Supports for Underperforming Students in Math – No material differences

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

**5.1: Establish Common Goals and Expectations around Math Education - Partially Effective**

This action is considered partially effective as math teachers and special education teachers are still developing the best accommodation plan for students with IEPs. Currently there is a special education math course called Math Essentials which utilizes the Math 180 curriculum, which is still in a pilot phase and has not yet been determined as effective for Special Education students. Because math must be addressed on student IEPs, math placements for Students With Disabilities will be closely monitored. Students With Disabilities are in the Red performance level on the CA Dashboard - 176.6 points below standard (a decrease of 6 points from last year). This year the District is implementing a slower paced Integrated Mathematics 1 course which will allow students to work through the Algebra/Geometry course over a full year rather on than a semester block schedule. The District believes this will provide more differentiated curriculum possibilities for students with an emphasis on Students With Disabilities and Unduplicated Pupils.

**5.2: Horizontal Alignment of Math Curriculum Across the District - Effective**

This action is now fully effective due to the fact that the Education Services Department held 2 articulation meetings with the GJUHSD high school math departments and 2 with all of the elementary/middle school feeder Districts. Feedback at these meetings prompted the new 8th grade math assessment that was created by GJUHSD high school teachers, conducted by 8th grade teachers and the results used to solidify math placements for incoming freshman. Additionally, Integrated Math 1A and 1B course which is a “slower-paced” initial A-G math course will be instituted at the comprehensive high schools as a result of the articulation meetings in an effort to provide qualifying students with an Integrated Math alternative. Additionally, the Math Departments also agreed to eliminate the Applied Math course and replace it with Transition to Quantitative Reasoning. This course is for students who have completed IM II or IM III. For next year the math departments at all sites will continue to use PLC time to engage in more horizontal alignment, and to continue planning for the upcoming textbook adoption.
Math distance from standard for all students in GJUHSD is in the Yellow performance level on the CA Dashboard:
62.8 points below standard (an increase of 12.2 points from last year)

**5:3: Vertical Articulation of Math Curriculum - Effective**

This action is considered effective due to the intentional planning that took to place to set up and establish 2 meetings per year for math articulation with the feeder Districts. The work done in the spring at these meeting is essential for the Freshman placement which allows teachers to gauge math skills for new 9th graders based on their experiences in 8th grade. The Vertical Articulation meetings consisted of a review of each feeder’s math curriculum and assessment protocols and the development of an 8th grade assessment created by high school teachers and conducted at the feeder schools in May. While initial placements for Freshman were made in February, the later 8th grade assessment did allow for some changes to be made based on students’ most recent achievement in Math.
Math scores on the CA Dashboard for English Learners and Long-Term English Learners are at the Orange performance level.
144.7 points below standard, and 154.7 points below standard respectively (showing increases of 35.5 points and 43.3 points from last year)

**5.4: Data-informed, Research-Based Instructional Practices for Math - Effective**

This action has been deemed effective after 2 years of not being effective. This change is due to the fact that a four month long professional development for math occurred for teachers who attended the Math Curriculum Frameworks series at the Sacramento County Office of Education (SCOE). Additionally, math teachers and school administrators attended the Math Curriculum Fair also held by SCOE last December. Teachers from both comprehensive sites will be participating in AP Statistics training and the Transition to Qualitative Reasoning summer training. This year there will be professional development by the textbook publisher CPM which is the District's current adoption.

**5.5: Appropriate Monitoring and Assessment in Math – Partially Effective**

The math departments are partially effective on this action as they did conduct their own local assessments and monitoring tools; however, they did not develop or select one common Math assessment for gauging students' learning and growth in math within the various A-G math pathways. Nevertheless, all Math the departments did conduct the Interim Benchmark Assessments from the California Department of Education at the beginning of a course and again at the end of a Math course to help prepare students for the CAASPP assessments and determine standards alignment to curriculum. Together the Math departments also created the 8th grade assessment for incoming Freshman to better assist with math placements. Because this is a focus goal, Common Assessments will be on the agenda for next year and the PLC time in which more horizontal alignment planning will take place. This continues to be needed as evidenced by the Districts' distance from standard in math.
Math performance levels on the CA Dashboard for Students With Disabilities is Red, and Socioeconomically Disadvantaged students are at the Yellow performance level.
176.6 points below standard, and 81.1 points below standard respectively (SWD declined 6 points and SED increasing 21.9 points from last year)

**5.6: Targeted and Timely Supports for Underperforming Students in Math - Partially Effective**

The exploration into why Hispanic students are underperforming in math was addressed during teacher PLC time this year, however individual teachers and the Director for Ed. Services also reviewed math achievement scores and strategies during the articulation meetings. Hispanic Students are still in the Yellow performance level on the CA Dashboard – they are 75.1 points below standard which is actually an increase of 17.9 points from last year. Math has also been a topic at District DELAC meetings to alert parents to the needs of their students. Tutoring for math occurs 4 days a week after schools and most tutors speak Spanish. More work still needs to be done for our Hispanic students in Math.

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.

**Goal 5:** There are no changes to the planned goal or metrics or targeted outcomes; however, there are some slight changes made to actions in this goal that resulted from reflection on prior practice.

**5.1:** Establish Common Goals and Expectations around Math Education - The District will be tracking LTELs for grade level math enrollment and C grade or better in math. No budget changes.

**5.2:** Horizontal Alignment of Math Curriculum Across the District - The District started a new initiative for math which mandates math articulation within each site department and across the District at least twice yearly. No budget changes.

**5:3:** Vertical Articulation of Math Curriculum - The District is started a new initiative for math which mandates articulation meetings twice a year with feeder Districts. No budget changes.

**5.4:** Data-informed, Research-Based Instructional Practices for Math – During articulation meeting teachers are reviewing best instructional practices and sharing strategies for students with D's & F's No budget changes.

**5.5:** Appropriate Monitoring and Assessment in Math - Math teachers will administer CA State Interim Assessment Benchmarks 3 times a year. Slight budget increase for program cost increases.

**5.6:** Targeted and Timely Supports for Underperforming Students in Math - After school tutoring will be enhanced with more math opportunities, and summer bridge programs for math will be sponsored by GJUHSD for 8th graders rising into 9th grade in the fall. Budget change is reflective of an increase in overall program costs for next 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** | Establish Common Goals and Expectations around Math Education | District and site administrators will work with math teachers to develop a common set of goals and expectations regarding math education for all students.<br><br>Math teachers and special education teachers will collaborate to establish clear expectations around how to provide the accommodations and modifications that Students With Disabilities are provided in their Individual Education Plan. | $3,100.00 | Yes |

| | | | | |
|---|---|---|---|---|
| **5.2** | Horizontal Alignment of Math Curriculum Across the District | Math teachers will collaborate to identify priority standards for each math course and come to agreement on the sequence and pacing for how each course will be taught. Teachers will then develop a curriculum map for each course in Atlas that captures the sequence, pacing, objectives, key assignments, and assessments for each course | $11,200.00 | Yes |
| **5.3** | Vertical Articulation of Math Curriculum | Math teachers will collaborate to establish a clear sequence of standards and expectations for each math course throughout the four-year math sequence of courses.<br><br>Math teachers will collaborate with math teachers from our feeder Districts to set clear expectations of what students should know upon entering ninth grade and to discuss where students actually are in their math education. | $5,600.00 | Yes |
| **5.4** | Data-informed, Research-Based Instructional Practices for Math | The District will provide all math teachers with professional development around effective strategies for teaching math to all students. Professional learning opportunities will be provided by CPM, the math textbook publisher, Sacramento County Office of Education, and/or the Sacramento Math Project. | $11,200.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.5** | Appropriate Monitoring and Assessment in Math | Math teachers will collaborate to develop a suite of common assessments and benchmarks for each math course. These assessments will be created in either Illuminate or Canvas. These assessments will be administered according to the established curriculum map for each course.<br><br>Math teachers will either develop or select a math assessment which can be used as a placement test for incoming ninth graders to ensure that students are being placed at the correct level of math. Further, teachers will either develop or select a math assessment that can be used as an ongoing diagnostic assessment of student's learning and growth in math. Several assessments will be considered including I-Ready, CAASPP interim assessments, NWEA MAP assessment, and UC Davis MDTP assessments. | $20,800.00 | Yes |
| **5.6** | Targeted and Timely Supports for Underperforming Students in Math | A Teacher on Special Assignment will work with the Professional Learning Coordinator and site administration to develop a plan to improve the availability and use of effective strategies in the classroom to support learning among our high-needs populations in the areas of math and science.<br><br>The Teacher on Special Assignment will work with the Program Coordinator II to identify and implement needed supports for students who are experiencing homelessness.<br><br>Students With Disabilities who are significantly deficient in math will be placed in Math 180 which is a math remediation class. This class will be taught by a special education teacher. The goal of this course is to accelerate math learning for these students so they can access grade-level math and meet A-G math requirements.<br><br>At Galt High School, a team of math teachers and administrators will explore why Hispanic students are underperforming in math compared to their peers and develop a plan to address any identified issues. | $60,956.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 6 | By 2027, Estrellita High School will improve student outcomes, including decreasing suspensions and improving graduation rates and the number of students prepared for college or career, as measured by the College and Career Indicator, for all students with a focus on Hispanic and socioeconomically disadvantaged students. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Estrellita Continuation High School has a high rate of student turnover and a large percentage of high-needs students. Because of this, it can be difficult to develop a sense of stability and community among students at the school. This goal was developed with input from students, parents, and staff to address the unique needs of students who attend Estrellita in an effort to improve student outcomes in the school. According to the CA School Dashboard, Data Quest and other local measures Estrellita students have demonstrated challenge areas in meeting math an English language arts grade level standards, chronic absenteeism, and disproportionate suspensions; therefore needing for the following interventions to be provided by staff and teachers on an ongoing basis:
-Longer school day to allow for more credit recovery
-Dedicated full-time math teacher to allow for higher math options and tutoring
-Hands-on project-based learning to offer students more relevant and meaningful learning experiences
-Full time mental health services to address root causes for suspensions
-Coordinated services to address attendance issues and home visits
-Graduation and After-graduation plans for each individual student

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| **6.1** | EHS Average Daily Attendance Rate<br>Average % of Estrellita High School students who attend school each day<br>(Average Daily Attendance Calculation for P2) | All: 90.9%<br>(2023-24) | 86.8%<br>(2024-25) | 87.7%<br>(2025-26) | 93% | -3.2% |
| **6.2** | EHS Chronic Absenteeism Rate<br>% of Estrellita High School students who were absent for more than 10% of the days they were enrolled (DataQuest - Absenteeism Data - Chronic Absenteeism Rate) | All: 70.7%<br>EL: 73.1%<br>SWD: 76.5%<br>SED: 71.6%<br>HY: NR%<br>His/Lat: 68.8%<br>(2022-23) | All: 48.6%<br>EL: 45.8%<br>SWD: 70.0%<br>SED: 45.8%<br>HY: NR%<br>His/Lat: 50.6%<br>(2023-24) | All: 45.2%<br>EL: 54.5%<br>SWD: 50.0%<br>SED: 44.4%<br>HY: 36.4%<br>His/Lat: 50.6%<br>(2025-26) | All: 55%<br>EL: 55%<br>SWD: 55%<br>SED: 55%<br>HY: 0%<br>His/Lat: 55% | All: -25.5%<br>EL: -18.6%<br>SWD: -26.5%<br>SED: -27.2%<br>HY: +36.4%<br>His/Lat: -18.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| **6.3** | EHS Suspension Rate<br>% of Estrellita High School suspension rate (CA School Dashboard - Suspension Rate Indicator) | All: 13.5%<br>EL: 16.7%<br>SWD: 13.0%<br>SED: 14.4%<br>HY: 9.1%<br>His/Lat: 17.4%<br>(2022-23) | All: 13.6%<br>EL: 14.8%<br>SWD: 8.7%<br>SED: 15.6%<br>HY: 0%<br>His/Lat: 16.9%<br>(2023-24) | All: 7.9%<br>EL: 16.7%<br>SWD: 14.3%<br>SED: 10.0%<br>HY: 9.1%<br>His/Lat: 9.9%<br>(2024-25) | All: 5%<br>EL: 8%<br>SWD: 7%<br>SED: 7%<br>HY: 4%<br>His/Lat: 8% | All: -5.6%<br>EL: 0%<br>SWD: +1.3%<br>SED: -4.4%<br>HY: 0%<br>His/Lat: -7.5% |
| **6.4** | EHS CAASPP - English Language Arts Met Standards Rate<br>% of juniors in Estrellita High School who "met" or "exceeded" standard on the CAASPP - English Language Arts assessment (CAASPP Reporting website - CAASPP English Language Arts) | All: 3.13%<br>SED: 4.35%<br>His/Lat: 0%<br>(2022-23) | All: 7.69%<br>SED: 8.34%<br>His/Lat: 8.33%<br>(2023-24) | All: 11.11%<br>SED: 11.11%<br>His/Lat: 16.67%<br>(2024-25) | All: 20%<br>SED: 20%<br>His/Lat:15% | All: +7.98%<br>SED: +6.76%<br>His/Lat: +16.67% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| **6.5** | CAASPP - English Language Arts - Distance from Standard Average distance student scores were from the cut off score for "Meeting Standard" (CA School Dashboard - Academic Indicator - ELA) | All: 161.4 points below standard<br>SED: 147.5 points below standard<br>(2022-23) | All: 196.5 points below standard<br>SED: (no performance color)<br>(2023-24) | All: 157.1 points below standard<br>SED: 174.2 points below standard<br>(2024-25) | All: 135 points below standard<br>SED:125 points below standard | All: -4.3 points<br>SED: +26.7 points |
| **6.6** | EHS CAASPP - Math Met Standards Rate % of juniors in Estrellita High School who "met" or "exceeded" standard on the CAASPP - Math assessment (CAASPP Reporting website - CAASPP Mathematics) | All: 0%<br>SED: 0%<br>His/Lat: 0%<br>(2022-23) | All: 3.92%<br>SED: 2.86%<br>His/Lat: 4.35%<br>(2023-24) | All: 2.78%<br>SED: 0%<br>His/Lat: 4.17%<br>(2024-25) | All: 15%<br>SED: 15%<br>His/Lat: 15% | All: +2.8%<br>SED: 0%<br>His/Lat: +4.17% |
| **6.7** | CAASPP - Math - Distance from Standard Average distance student scores were from the cut off score for "Meeting Standard" (CA School Dashboard - Academic Indicator - Math) | All: 218.8 points below standard<br>SED: 215.7 points below standard<br>(2022-23) | All: 237.3 points below standard<br>SED: (no performance color)<br>(2023-24) | All: 219.5 points below standard<br>SED: 234.3 below standard<br>(2024-25) | All: 180 points below standard<br>SED: 180 points below standard | All: +0.7 points<br>SED: +18.6 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| **6.8** | EHS Dropout Rate<br>% of graduating senior cohort at Estrellita High School who dropped out before graduating (DataQuest - Four-Year Cohort Graduation Data and Outcomes - FourYear Adjusted Cohort Outcomes) | All: 19.5%<br>SED: 21.1%<br>His/Lat: 17.6%<br>(2022-23) | All: 36.7%<br>SED: 42.3%<br>His/Lat: 40.9%<br>(2023-24) | All: 10.1%<br>SED: 10.3%<br>His/Lat: 6.7%<br>(2024-25) | All: 10%<br>SED: 10%<br>His/Lat: 8% | (negative is good)<br>All: -9.4%<br>SED: -10.8%<br>His/Lat: -10.9% |
| **6.9** | EHS 5-Year Graduation Rate<br>% of graduating senior cohort at Estrellita High School who graduated in four or five years (DataQuest - Five-Year Cohort Graduation Data and Outcomes - FiveYear Cohort Graduation Rate) | All: 65.5%<br>SED: 64.0%<br>His/Lat: 57.1%<br>(2022-23) | All: 55.9%<br>SED: 55.2%<br>His/Lat: 50%<br>(2023-24) | All: 61.3%<br>SED: 59.3%<br>His/Lat: 56.5 %<br>(2024-25) | All: 80%<br>SED: 80%<br>His/Lat: 80% | All: -4.2%<br>SED: -4.7%<br>His/Lat: -0.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| **6.10** | EHS College/Career Indicator<br>% of Estrellita High School students identified as 'prepared' for college and/or career as measured by the College/Career Indicator on the CA School Dashboard<br>(CA School Dashboard - College and Career Indicator) | All: 0%<br>SED: 0%<br>His/Lat: 0%<br>(2022-23) | All: 6.3%<br>SED: 7.1%<br>His/Lat: 4.3%<br>(2023-24) | All: 11.3%<br>SED: 10 %<br>His/Lat: 10.9%<br>(2024-25) | All: 10%<br>SED: 10%<br>His/Lat: 10% | All: +11.3%<br>SED: +10%<br>His/Lat: +10.9% |

# 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.

**6.1: Promoting Attendance and Student Engagement: A Priority at Estrellita - Fully Implemented**

Estrellita Continuation High School has continued to use proven Attendance Incentives in terms of quarterly field trips (students with 90% attendance earn field trips), instituted Positive Behavior Intervention and Supports (PBIS), delivered lower truancy rates, and experienced an overall positive school culture shift around attendance and behavior. Results from 2026 Panorama student survey reveal that 70% of the students at Estrellita believe PBIS has helped to reduce negative behaviors at school. Additionally, Estrellita has consistently provided caring teachers as evidenced by 86% of students indicating favorably that there is a least one adult on campus they can reach out to for support. Efforts to increase consistent communication between school and home have also been part of the improved attendance and student engagement at Estrellita.

**6.2: Expanding Learning Opportunities at Estrellita - Fully Implemented**

Estrellita continues to provide Project Based – Learning, and this year the new science teacher has installed a Hydroponics lab so students can grow organic plants and incorporate that into their biology class. The District Job Developer with the Transition Partnership Program has

increased career Exploration opportunities for Estrellita students by bringing in a variety of career experts to talk with students about potential job training opportunities after high school. Estrellita continues to offer a variety of Trade Labs, wood shop class, and next year Culinary classes will be offered to students on campus. The extra period implemented last year has significantly helped students with credit recovery of up to 20 credits a year per students.

**6.3: Empowering Student Success at Estrellita - Fully Implemented**

There has been an extreme reduction in suspension rates at Estrellita for school year 2025-26 which includes zero suspensions thus far in the school year. A full time counselor is available to students at Estrellita, and this school year a counseling intern conducted a well-attended group counseling effort for female students wanting to discuss issues pertinent and relevant to their experiences at school. PBIS has empowered students and encouraged positive behavior. To build on this work the STAR (Situation, Task, Action, Results) team meets weekly to discuss students who need additional supports and services following an MTSS model. Teachers discuss students' individual needs and customize supports and instruction to assist students in pursuing their graduation goals.

**6.4: Expanding Horizons at Estrellita: A Diverse Curriculum - Fully Implemented**

This year a large-scale Mural was created on an outdoor wall at Estrellita. The local mural artist worked with students at the school who were allowed to be highly involved in creation of mural. Students learned "street" art techniques and how to collaborate on a large project. College and career representatives for students have also increased their presence at Estrellita to better expose students to different career opportunities such a cosmetology, municipal /city office positions, trades, local agricultural and industrial businesses, and the military. Approximately 130 students have worked on Edgenuity – the online credit recovery platform. It is expected that 52 student will graduate from Estrellita this year, which is lower than last year only because of lower enrollment this year.

**6.5: Enhancing Math and English Education at Estrellita - Fully Implemented**

Reading Apprenticeship professional development was an impactful professional development delivered to teachers at Estrellita across subject matter disciplines. Estrellita Math and ELA teachers attended vertical and horizontal articulation meetings with the math and ELA departments at the comprehensive high schools. Because of the smaller size classes teachers are able to differentiate instruction and help students to attain their grade level achievement. Estrellita teachers report that the Reading Apprenticeship strategies have clearly enhanced their instructional practice this year.

**6.6: Empowering Teachers: Professional Growth at Estrellita - Fully Implemented**

This year "Reading Apprenticeship" professional development, provided by WestEd was conducted over 3 full days with one follow up day in the spring. Additionally, all Estrellita teachers and paraprofessionals attended District-wide professional workshop afternoons offered in October and March, and the bilingual paraprofessionals attended five workshops specifically designed around instructional strategies for English Learners.

**6.7: Dedicated Educators for High-Needs Students at Estrellita - Fully Implemented**

Estrellita teachers are dedicated and diligent in their instruction as they daily provide differentiated instruction for students at all different levels of achievements. This year, Science courses substantially increased lab-based lessons and implemented an ongoing hydroponics lab station. In an effort to build positive culture and climate, all Estrellita teachers spearhead the freshly cooked Friday breakfasts, the lunch time barbeques after each grading term; and all staff celebrate PBIS ticket earners and positive attendance earners on a regular basis.

**6.8: Services for High Need students at Estrellita - Partially Implemented**

An Education Specialist is on campus every other day and there is a full time Special Education paraeducator who works with Students With Disabilities daily. The Students With Disabilities who make up 13% of the population at Estrellita and the school provides students with both small curriculum support efforts as well as inclusion into the general education classes.

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.

GJUHSD uses plus or minus 10% as the threshold for material differences. The following actions in this goal met or exceeded this threshold.

**6.1:** Promoting Attendance and Student Engagement: A Priority at Estrellita - No material differences

**6.2:** Expanding Learning Opportunities at Estrellita
Budgeted $139,122.00/Estimated Actual $112,614.00 (+19.05%)
Rationale: No funds from this action were used for Career Technical Education

**6.3:** Empowering Student Success at Estrellita - No material differences

**6.4:** Expanding Horizons at Estrellita: A Diverse Curriculum
Budgeted $16,828.00/Estimated Actuals $22,845.00 (-35.76%)
Rationale: Additional costs accrued beyond the budgeted cost for mural, Edgenuity costs were more than originally budgeted

**6.5:** Enhancing Math and English Education at Estrellita
Budgeted $63,958.00/Estimated Actual $72,156.00 (-12.82%)
Rationale: Textbooks, Tutoring Costs exceed original budget

**6.6:** Empowering Teachers: Professional Growth at Estrellita
Budgeted $5,417.00/Estimated Actual $87,200.00 (+1509.75%)
Rationale: Reading Apprenticeship costs exceeded $70,000

**6.7:** Dedicated Educators for High-Needs Students at Estrellita - No material differences

**6.8:** Services for High Need students at Estrellita - No material differences

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

**6.1: Promoting Attendance and Student Engagement: A Priority at Estrellita - Effective**

This action is effective, as evidenced by the drop in chronic absenteeism at Estrellita in just over one year. (70.7% absenteeism rate in 2023) 48.6% absenteeism rated in 2024) The principal has created an incentive/rewards system for students who have positive attendance. Students who have a 90% attendance rate earn the opportunity to attend a field trip during the school day.

**6.2: Expanding Learning Opportunities at Estrellita - Partially Effective**

This action is considered partially effective because the component of promoting CTE pathways did not occur. Students at Estrellita did have opportunities to participate in project-based learning modules throughout the year, which included projects based on the skilled trades during the extended day period. This extra period also helped students participate in additional credit recovery time, thus causing a noticeable increase in students graduating early from Estrellita. However, helping students understand CTE pathways offered at the comprehensive high schools (which will take place in 2025-26) may incentivize them to work hard on credit recovery and eventually transfer back to their original school.

**6.3: Empowering Student Success at Estrellita – Effective**

The STAR team at Estrellita is deemed effective as Suspension rates are down for most student groups and the behavior management technician has helped keep discipline incidents low as well. Students have options to talk with a counselor if they are pulled from class for behavior issues, and many of the incidents are resolved in this manner rather than going into suspension. Suspension rates 2024 = 13.6% an increase of +0.1% over last year

**6.4: Expanding Horizons at Estrellita: A Diverse Curriculum - Partially Effective**

This is a partially effective action in that the project-based learning labs have been highly engaging as well as the Edgenuity online credit recovery platform. The Arts and Music enrichment did not take place this year but will take place next year using Prop 28 funds. Estrellita students in the newly re-vamped science classes attended two field trips this year to Cosumnes River Preserve to kayak, take nature walks and journal their experiences in the outdoors. 129 students have participated in credit recovery using the online platform Edgenuity. Currently there are 63 students slated to graduate from Estrellita in June of 2025, up from 19 graduates in 2024.

**6.5: Enhancing Math and English Education at Estrellita - Effective**

This is a partially effective action in that the project-based learning labs have been highly engaging as well as the Edgenuity online credit recovery platform. The Arts and Music enrichment did not take place this year but will take place next year using Prop 28 funds. Estrellita students in the newly re-vamped science classes attended two field trips this year to Cosumnes River Preserve to kayak, take nature walks and journal their experiences in the outdoors. 129 students have participated in credit recovery using the online platform Edgenuity. Currently there are 63 students slated to graduate from Estrellita in June of 2025, up from 19 graduates in 2024.

**6.6: Empowering Teachers: Professional Growth at Estrellita - Partially Effective**

This action is partially effective in that the teachers at Estrellita did not participate in professional training for Trauma-Informed Practices and Social-Emotional learning this year but did participate in Crisis Prevention Intervention training with all teachers in the District. The principal and history/project-based learning teacher attended the Model Continuation High School conference and brought back ideas to enhance instructional practice at Estrellita for next year.

**6.7: Dedicated Educators for High-Needs Students at Estrellita - Fully Implemented**

All of the teachers at Estrellita have the correct teaching credentials for teaching their subject matter disciplines. Additionally, all teachers make themselves available at lunch and after school for any and all students who need tutoring or just want to talk...on Fridays the teachers often prepare a special breakfast for students to enjoy out on the quad area of campus. This dedication is evidenced in the noticeable increase in graduation rates, and the sense of belonging rating on the Panorama survey. Panorama Survey - Estrellita High School only: School Belonging - 97%

**6.8: Services for High Need students at Estrellita - Partially Implemented**

An Education Specialist works at Estrellita to ensure student accommodations are carried out in each classroom; she also provides 1:1 support for students throughout the school day. Students With Disabilities at Estrellita is 13% of the overall population and 100% of the students are enrolled in regular class 80% of the school day. There is also a full-time mental health counselor sponsored by SCOE that students can talk to without an appointment.

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.

**Goal 6:** There are no changes to the planned goal or metrics or targeted outcomes, however there are some slight changes made to actions in this goal that resulted from reflection on prior practice.

**6.1:** Promoting Attendance and Student Engagement: A Priority at Estrellita - This action will report on student numbers related to students achieving positive attendance at 90% or better and receiving rewards. Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column.

**6.2:** Expanding Learning Opportunities at Estrellita - Any changes in CTE opportunities will be tracked in this action. Homeless Youth measurement was added to Metric 6.2 in order to ensure that Homeless Youth attendance is being tracked and monitored by the school, and the District Homeless Liaison to determine any needed intervention. Budget change due to changing from Federal to State funding.

**6.3:** Empowering Student Success at Estrellita - Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column.

**6.4:** Expanding Horizons at Estrellita: A Diverse Curriculum - This action will report on Arts and Music enhancements for next year. Budget decrease due to the spend down of the Prop 28 funding.

**6.5:** Enhancing Math and English Education at Estrellita – Budget for this action is increased for 2026-27 due to the 2.5% cola increase for salaries and step and column.

**6.6:** Empowering Teachers: Professional Growth at Estrellita - This action will report on new teacher professional development opportunities in 2026-27. A substantive program decrease will occur due to a reduction in program costs.

**6.7:** Dedicated Educators for High-Needs Students at Estrellita - A new science teacher joined the staff at Estrellita for 2025-26. Budget change due to due to the 2.5% cola increase for salaries and step and column.

**6.8:** Services for High Need students at Estrellita – A .5 FTE case manager is now available at Estrellita to support Students With Disabilities. There is also English Language support via a full-time bilingual para-professional at Estrellita. Slight budget increase due to an increase in program costs.

**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 |
|---|---|---|---|---|
| **6.1** | Promoting Attendance and Student Engagement: A Priority at Estrellita | At Estrellita, we recognize that regular attendance and student engagement significantly impact student achievement and graduation rates. To further enhance these essential factors, we are taking the following steps:<br><br>Student Outreach:<br>We are hiring a Program Coordinator II dedicated to increasing attendance and student engagement. This position will collaborate with students and families to ensure consistent attendance and active participation in school and learning. When necessary, the Program Coordinator will conduct home visits in collaboration with the School Resource Officer. | $53,600.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **6.2** | Expanding Learning Opportunities at Estrellita | At Estrellita, we recognize that many students face significant credit deficiencies upon enrollment. These gaps in their academic journey hinder their ability to graduate on time and be adequately prepared for college or career opportunities. To address this challenge, we are implementing strategic changes to enhance student outcomes.<br><br>Extended School Day:<br>Starting in the 2024-25 academic year, Estrellita will introduce a sixth period to the school day. This additional class time will increase the availability of courses by 20%, allowing students to accelerate through required coursework. By doing so, more students can complete the necessary credits and gain the skills and knowledge essential for success in higher education or the workforce.<br><br>Career-Technical Education (CTE) Pathways:<br>Our commitment extends beyond traditional academics. District and site staff will actively encourage Estrellita students to participate in CTE pathways offered at the comprehensive school sites. These pathways offer hands-on experiences, such as apprenticeships, internships, and job shadowing, enabling students to explore real-world careers. Additionally, where feasible, we will align coursework with A-G requirements to ensure a well-rounded education. | $115,785.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **6.3** | Empowering Student Success at Estrellita | At Estrellita, we recognize that some students face disconnection from school, a history of academic struggle, and external challenges that impact their ability to focus on academic achievement and appropriate behavior. Unfortunately, this often results in lower academic performance and increased disciplinary incidents, including suspensions.<br><br>STAR Team:<br>Estrellita has established the Student Team Achieving and Report (STAR) Team. This collaborative effort involves the entire staff meeting regularly to discuss students who are struggling academically or behaviorally. The STAR Team provides targeted interventions to support these students and enhance their chances of success.<br><br>Behavior Management Technician:<br>One critical role within the STAR Team is Behavior Management Technician. This dedicated professional works closely with students and teachers, helping them develop effective behavior management strategies. When necessary, the technician implements intervention and restorative practices to prevent repeat offenses and reduce suspension rates. | $76,484.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **6.4** | Expanding Horizons at Estrellita: A Diverse Curriculum | At Estrellita, we are dedicated to providing our students with more than just the basics. Beyond the essential core courses in English, math, science, and social studies, we believe in offering a rich and varied educational experience.<br><br>Project-Based Learning (PBL) Labs:<br>Estrellita staff is excited to enhance project-based learning opportunities. We are partnering with Paxton/Patterson to introduce hands-on labs that expose students to various trades. These labs cover areas such as plumbing, electrical work, blueprinting, framing, home essentials, heating, ventilation, and air conditioning (HVAC).<br><br>Arts and Music Enrichment:<br>Thanks to dedicated Arts and Music funding, our talented arts teachers from comprehensive sites will receive stipends to develop and deliver a diverse array of art-based educational experiences for Estrellita students.<br>Edgenuity Electives:<br>Estrellita students have even more choices through Edgenuity—an online curriculum platform. These electives cover a wide range of subjects, allowing students to delve into areas beyond the traditional classroom. | $15,700.00 | No |
| **6.5** | Enhancing Math and English Education at Estrellita | At Estrellita, we believe in continuous improvement and providing our students with the best possible educational experience. By investing in math and English education, we empower our students to thrive academically and prepare for their future endeavors.<br><br>Mathematics Expansion:<br>Starting in the 2024-25 academic year, Estrellita is increasing its math teaching position from half time to full time. This strategic move allows us to offer a broader range of math courses, providing students with more opportunities to meet graduation requirements and fulfill A-G requirements in math. Additionally, having a full-time math teacher ensures consistent and dedicated support, eliminating the need to piece together staffing from other sites. | $75,039.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Revamped English Curriculum:<br>Across the District, we have adopted a new English curriculum that closely aligns with state English standards and the ELA/ELD framework. All English teachers have undergone training to effectively implement this curriculum. This program incorporates a variety of intervention and differentiation strategies, ensuring that all students can access the material at their grade level. | | |
| **6.6** | Empowering Teachers: Professional Growth at Estrellita | At Estrellita, we recognize the importance of continuous learning and development for our site administration, teachers, and staff.<br><br>Continuation Programs Focus:<br>Through the California Continuation Education Program, Estrellita is offering specialized professional development opportunities. These programs are tailored to the unique needs of continuation schools, equipping our educators with the knowledge and skills necessary to support our students effectively.<br><br>Trauma-Informed Practices and Social-Emotional Learning:<br>We understand that students often face challenges beyond academics. To better serve them, we are providing training on trauma-informed practices. Our staff will learn how to create a supportive environment that considers the impact of trauma on student well-being. Additionally, our professional learning opportunities will focus on equipping educators with strategies to foster emotional intelligence, resilience, and positive relationships among students.<br><br>Districtwide Collaboration:<br>Estrellita staff actively participate in Districtwide professional learning opportunities. By collaborating with colleagues from other schools, teachers can share best practices, stay informed about educational trends, and collectively elevate our teaching practices. | $1500.00 | No |
| **6.7** | Dedicated Educators for High-Needs Students at Estrellita | The District is committed to ensuring that Estrellita is fully staffed with educators and staff who possess not only high qualifications but also a deep dedication to supporting our high-needs students. | $872,019.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **6.8** | Services for High Need Students at Estrellita | At Estrellita, we are deeply committed to ensuring that every student—regardless of their unique needs—receives the necessary support and services for success. Here is how we achieve this:<br>English Learners (ELs):<br>Our ELs benefit from a designated English Language Development (ELD) class. In this specialized setting, they receive targeted instruction focused on becoming fluent in the English language. In addition, all teachers employ integrated ELD strategies when teaching other subjects to assist ELs with acquiring academic English vocabulary.<br>Students With Disabilities:<br>Each Student With Disabilities has a dedicated case manager. This professional assists in implementing the student's Individualized Education Plan (IEP) across all courses. Additionally, academic interventions are provided as needed to support their learning journey. An instructional paraprofessional is assigned to Estrellita, further enhancing the support available to Students With Disabilities. | $49,490.00 | Yes |

# 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 |
|---|---|
| $2,760,118.00 | $0 |

**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 |
|---|---|---|---|
| 10.624% | 0% | $0 | 10.624% |

**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 |
|---|---|---|---|
| **1.7** | **Action:**<br>College and Career Readiness for All Students<br><br>**Need:**<br>English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in meeting A-G requirements, completing CTE pathways, and other measures for college and/or career readiness. The District believes this action is the most effective use of funds for providing LEA-wide supports such as afterschool tutoring, revamping the EL reclassification process and intentional recruitment for CTE Pathways because it creates a consistent system of support. Alternatives such as curriculum support classes were considered but rejected because they would be less inclusive.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as it focuses on removing barriers to access and finding ways to encourage these students to access and find success in A-G and CTE coursework. However, all students in the District will benefit from a greater focus on A-G and CTE pathway completion, removal of barriers to access, and system to evaluate student progress in A-G and CTE pathway completion. | A-G Completion Rate<br>CTE Pathway Completion Rate<br>College & Career Indicator |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.8** | **Action:**<br>Academic & College/Career Counseling for Student Success<br><br>**Need:**<br>English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in meeting A-G requirements, completing CTE pathways, and other measures which indicate a student is prepared for college and/or career after graduation. The District believes this action is the most effective use of funds for providing one additional “itinerant” counselor across all 3 campuses LEA-wide because it creates a consistent safety net for high need students. Alternatives such additional counselors were cost prohibitive. Research by Advance-CTE was consulted for this action.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as counseling services will be increased and improved to meet the unique needs of these student groups and their families. However, all students in the District will continue to benefit from the counseling services provided by the District. | A-G Completion Rate<br>CTE Pathway Completion Rate<br>College & Career Indicator |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.2** | **Action:**<br>Evidence-Based, Data-Driven Instructional Practices<br><br>**Need:**<br>Homeless Youth across the District are significantly underperforming their peers in demonstrating academic achievement in English, as measured by the CAASPP assessment in English. Further, English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in demonstrating academic achievement in all subjects as measured by course grades and performance on CAASPP and CAST assessments. The District believes this action is the most effective use of funds for providing teacher training for targeted instructional practices LEA-wide because it creates a consistent and equitable delivery of academic content for across all campuses. Alternatives such as creating additional specialty courses were considered but were found to be possibly exclusive and cost prohibitive. The Institute of Education Sciences/What Works Clearinghouse was used to support this action.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as Universal Design for Learning and integrated ELD instructional practices are proven to be effective at increasing academic achievement for these student groups. However, all students will benefit from these research-based instructional practices. | English Coursework Pass Rate<br>Science Coursework Pass Rate<br>Social Science Coursework Pass Rate<br>CAASPP - English Language Arts - Distance from Standard<br>CA Science Test - Met Standards 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 |
|---|---|---|---|
| **2.5** | **Action:**<br>Effective Strategies and Supports for High Needs Students<br><br>**Need:**<br>Homeless Youth across the District are significantly underperforming their peers in demonstrating academic achievement in English, as measured by the CAASPP assessment in English. Further, English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in demonstrating academic achievement in all subjects as measured by course grades and performance on CAASPP and CAST assessments. The District believes this action is most effective use of funds for providing teacher training for targeted instructional practices LEA-wide because it creates a consistent and equitable delivery of academic content for across all campuses. Additionally tutoring by District teachers will be available 4 days a week. Alternatives such as creating additional tutoring services from outside the District were considered but found to be possibly exclusive and cost prohibitive.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students often lack the resources necessary to access tutoring at home. Further, the teacher on special assignment will be supporting teachers in the implementation of Action 2.2. However, tutoring services will be accessible to all students. | English Coursework Pass Rate<br>Science Coursework Pass Rate<br>Social Science Coursework Pass Rate<br>CAASPP - English Language Arts - Distance from Standard |

| 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 |
|---|---|---|---|
| **3.1** | **Action:**<br>Enhancing Student Well-Being: Mental Health and Behavioral Support<br><br>**Need:**<br>English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are chronically absent from school significantly more than their peers. On student surveys, these student groups worry about fights and bullying more than their peers and are suspended at a higher rate than their peers. At Galt High School, Students With Disabilities are suspended at a higher rate than any other student group. The District believes this action is the most effective use of funds for Mental Health services provided by an external provider, One-Eighty Counseling. This service is LEA-wide and it creates a consistent safety net for students referred for mental health evaluations, counseling, and substance abuse interventions. Alternatives such as sit-specific counseling grants were considered but rejected as they would not provide the continuity of care needed for students.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students often have increased needs regarding mental health and social-emotional learning yet lack the resources necessary access services. However, these services will be available to all students. | School Safety Surveys<br>School Connectedness Surveys<br>Chronic Absenteeism<br>Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **3.2** | **Action:**<br>Enhancing Student Support: Multi-Tiered Systems of Support<br><br>**Need:**<br>Homeless Youth across the District are significantly underperforming their peers in demonstrating academic achievement in English, as measured by the CAASPP assessment in English. Further, English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in demonstrating academic achievement in all subjects as measured by course grades and performance on CAASPP assessments. English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are chronically absent from school significantly more than their peers. These student groups worry about fights and bullying more than their peers and are concerned about school safety. The District believes this action is the most effective use of funds for providing MTSS services LEA-wide because it creates a consistent check-in system for counselors to refer high need students, no alternatives could match the high quality system established for this action. The CAST/MTSS research was used to validate this action.<br><br>**Scope:** LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students are significantly overrepresented in the group of students who find themselves at-risk academically or behaviorally and require intervention. Any student who is identified to be at-risk will receive support through this action. | Chronic Absenteeism Rate<br>Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **3.4** | **Action:**<br>Strengthening Family Engagement: A Commitment to Parents and Students<br><br>**Need:**<br>On family surveys, parents reported a lack of connection to our schools and generally do not interact much with our staff. Parents also reported that they do not feel like they have a voice in the decision-making processes of the schools or District. The parents of English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities report significantly less engagement with our schools than other parents. The District believes this action is the most effective use of funds for increasing communication to all parents and students via DAC and DELAC meetings, providing translations, parenting classes and accessible surveys. Alternatives such as home visits were considered and used alongside the other interventions in this action. US Dept. of Ed. Strategies for Equitable Family Engagement supports this action.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward increasing engagement of the families of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students with their school and the school District. Ensuring that our communications are accessible to our families through automatic translations and multiple modalities and increasing outreach to families of unduplicated pupils is intended to increase the level to which these families interact and engage with our schools, though these efforts will benefit all students. | School Connectedness Surveys<br>Family Engagement in Decision Making<br>Family Engagement in Programs |

| 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 |
|---|---|---|---|
| **3.6** | **Action:**<br>Celebrating Diversity and Inclusion: A Commitment to All<br><br>**Need:**<br>On student surveys, all students including Hispanic students, English Learners, socioeconomically disadvantaged students, Homeless Youth, and Students With Disabilities report feeling disconnected from their school and teachers and feel like they do not matter to others and are misunderstood. The District believes this action is the most effective use of funds for providing more clubs, activities and Ethnic studies to help students groups to feel more connected to school. Programs such as Safe School Ambassadors and Breaking Down the Wall were the alternative considered and used this year to enhance this action. Additional consultants were considered but the research supporting Safe School Ambassadors and Breaking Down the Wall organizations validate this action.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students often feel disenfranchised from school. By promoting diversity and inclusion of all students, these student groups will feel more connection to their school, teachers, and fellow students, which is strongly correlated with improved student outcomes, though all students will benefit. | School Safety Surveys<br>School Connectedness Surveys |

| 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 |
|---|---|---|---|
| **5.1** | **Action:**<br>Establish Common Goals and Expectations around Math Education<br><br>**Need:**<br>Homeless Youth across the District and Hispanic students at Galt High School are significantly underperforming their peers in demonstrating academic achievement in math. as measured by the CAASPP assessment in Math. Further, English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in demonstrating academic achievement in Math as measured by course grades. The District believes this action is the most effective use of funds for providing targeted instructional services for math LEA-wide because it creates a consistent level of access to curriculum, tutoring supports and equitable assessments such as IABs across all schools. Research by Jo Boaler of Standford Graduate Schols is used to substantiate this action. Research by Jo Boaler of Standford Graduate School is used to substantiate this action.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students are significantly underperforming in math compared to their peers. This action will set a common set of high expectations for all students, specifically unduplicated students, to be successful in math and completing three to four years of grade-level mathematics to prepare them for college or career. | Enrollment in Grade-Level Math Rate<br>Math Coursework Pass Rate<br>CAASPP - Math - Distance from Standard |

| 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 |
|---|---|---|---|
| **5.2** | **Action:**<br>Horizontal Alignment of Math Curriculum Across the District<br><br>**Need:**<br>Homeless Youth across the District and Hispanic students at Galt High School are significantly underperforming their peers in demonstrating academic achievement in math, as measured by the CAASPP assessment in Math. Further, English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in demonstrating academic achievement in Math as measured by course grades. The District believes this action is the most effective use of funds for providing horizontal articulation which includes training for targeted instructional services in math LEA-wide, consistent levels of access to curriculum, tutoring supports, equitable assessments, and best practices among teachers across all schools. No other alternatives were considered as horizontal articulation has been deemed needed for the past 10 years in the District. Research by Jo Boaler of Standford Graduate School is used to substantiate this action.<br><br>**Scope:** LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students are significantly underperforming in math compared to their peers. Unduplicated pupils disproportionately experience changes to their schedules for a variety of reasons. This action ensures that regardless of the math section or math teacher all students receive the same math content for a given course, minimizing the potential any forced gaps in math instruction. | Enrollment in Grade-Level Math Rate<br>Math Coursework Pass Rate<br>CAASPP - Math - Distance from Standard |

| 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 |
|---|---|---|---|
| **5.3** | **Action:**<br>Vertical Articulation of Math Curriculum<br>**Need:**<br>Homeless Youth across the District and Hispanic students at Galt High School are significantly underperforming their peers in demonstrating academic achievement in math, as measured by the CAASPP assessment in Math. Further, English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in demonstrating academic achievement in Math as measured by course grades. The District believes this action is the most effective use of funds for providing vertical articulation with feeder Districts LEA-wide because it creates a consistent level of access to curriculum, tutoring supports and equitable assessments for all incoming 9th graders. No other alternatives were considered as vertical articulation has been deemed needed for the past 10 years in the District. Research by Jo Boaler of Standford Graduate School is used to substantiate this action.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students are significantly underperforming in math compared to their peers. Unduplicated pupils are much less likely to complete a full sequence of grade-level math coursework because they often feel like they are not capable of progressing further in math. This action is intended to create a clear progression in math content the is accessible to all students. | Enrollment in Grade-Level Math Rate<br>Math Coursework Pass Rate<br>CAASPP - Math - Distance from Standard |

| 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 |
|---|---|---|---|
| **5.4** | **Action:**<br>Data-informed, Research-Based Instructional Practices for Math<br>**Need:**<br>Homeless Youth across the District and Hispanic students at Galt High School are significantly underperforming their peers in demonstrating academic achievement in math, as measured by the CAASPP assessment in Math. The District believes this action is the most effective use of funds for data-informed, research based instructional practices for math LEA-wide because it creates a consistent level of access to curriculum, tutoring supports and equitable assessments for all incoming 9th graders. Having teachers participate in Math Frameworks workshops took place as part of this action. Other alternatives such as having publishers present new curriculum for potential adoption in school year 2026-27 are under consideration at this time. Research by Jo Boaler of Standford Graduate School is used to substantiate this action.<br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students are significantly underperforming in math compared to their peers. This action will ensure that teachers are employing instructional strategies that support the diverse needs of learner in the classroom, especially English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities. | Enrollment in Grade-Level Math Rate<br>Math Coursework Pass Rate<br>CAASPP - Math - Distance from Standard |

| 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 |
|---|---|---|---|
| **5.5** | **Action:**<br>Appropriate Monitoring and Assessment in Math<br><br>**Need:**<br>Homeless Youth across the District and Hispanic students at Galt High School are significantly underperforming their peers in demonstrating academic achievement in math, as measured by the CAASPP assessment in Math. Further, English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in demonstrating academic achievement in Math as measured by course grades. The District believes this action is the the most effective use of funds for providing math assessment programs LEA-wide which include IABs to prepare for CAASP, and incoming placement assessments for 9th graders. Alternative assessments for incoming freshman were considered but Galt JUHSD math teachers worked together to create and monitor an exam for 9th grade placement. Research by Jo Boaler of Standford Graduate Schols is used to substantiate this action.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students are significantly underperforming in math compared to their peers. Through this action, teachers will design math assessments which are accurate assessments of student learning, culturally relevant, free from biases and barriers, and intentionally incorporate appropriate supports and interventions for high-needs students. These assessments will be used to assess the learning of all students in math. | Enrollment in Grade-Level Math Rate<br>Math Coursework Pass Rate<br>CAASPP - Math - Distance from Standard |

| 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 |
|---|---|---|---|
| **5.6** | **Action:**<br>Targeted and Timely Supports for Underperforming Students in Math<br><br>**Need:**<br>Homeless Youth across the District and Hispanic students at Galt High School are significantly underperforming their peers in demonstrating academic achievement in math, as measured by the CAASPP assessment in Math.<br><br>Further, English Learners, Socio-economically Disadvantaged, Homeless Youth, and Students With Disabilities are significantly underperforming their peers in demonstrating academic achievement in Math as measured by course grades. The District believes this action is the most effective use of funds for providing targeted math tutoring and paraprofessionals for math LEA-wide because it creates a consistent system of supports for all students struggling in math. Alternatives to tutoring were considered but students prefer working with their regular school-day teacher during afterschool tutoring. Research by Jo Boaler of Standford Graduate Schols is used to substantiate this action.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | This action is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students as these students are significantly underperforming in math compared to their peers. This action will ensure that students who are underperforming in math, of which unduplicated students are overrepresented, receive appropriate supports and interventions in a timely manner to help provide any knowledge deficiencies, accelerate their learning in math, or to keep them from falling behind. | Enrollment in Grade-Level Math Rate<br>Math Coursework Pass Rate<br>CAASPP - Math - Distance from Standard |

| 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 |
|---|---|---|---|
| **6.3** | **Action:**<br>Empowering Student Success at Estrellita<br><br>**Need:**<br>Estrellita students, including socioeconomically disadvantaged students and Hispanic student groups, are being suspended at a significantly higher rate than their peers at the comprehensive campuses.<br><br>**Scope:**<br>Schoolwide | Estrellita has a very high percentage of unduplicated pupils, as such any action implemented at Estrellita is principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students. This specific action is targeted at intervening when students start to show signs of struggling academically or behaviorally. Data shows that these student groups are requiring these interventions at a higher rate. However, any student who requires interventions will be identified and supported through this action. | EHS Suspension Rate<br>EHS Dropout 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 |
|---|---|---|---|
| **6.7** | **Action:**<br>Dedicated Educators for High-Needs Students at Estrellita<br><br>**Need:**<br>Estrellita has been identified for comprehensive support and assistance for low graduation rates for all students, as well as Socio-economically Disadvantaged and Hispanic student groups. Similarly, these same groups are significantly underperforming on the College and Career Indicator.<br><br>**Scope:**<br>Schoolwide | While increased and improved services are principally directed toward meeting the needs of English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students, this specific action seeks to staff Estrellita with adults who have experience with and a passion for working with any and all students who may feel disconnected to school, and/or have had academic or social emotional challenges that have negatively affected their sense of belonging on any campus. All students at Estrellita will benefit from the efforts of the high-quality educators on staff, who truly care about their students and meet weekly to determine interventions and additional services so their pupils will be successful. | EHS 5-Year Graduation Rate<br>EHS CAASPP - English Language Arts Met Standards Rate<br>EHS CAASPP - Math Met Standards Rate |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.6** | **Action:**<br>Enhancing English Language Development (ELD) for Student Success<br><br>**Need:**<br>English Learners continue to underperform on most metrics, most significantly on academic indicators, compared to their peers. At Galt High School, English learner progress declined significantly from the prior year.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | This action is specifically targeted at improving outcomes for English Learners by continuing to enhance the English Language Development program across the District ensuring that every English learner is receiving the instruction and supports they need to become fluent in English and providing continued professional development on how to support the unique needs of these Learners in and out of the classroom. | English Learner Progress Indicator<br>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 |
|---|---|---|---|
| **3.7** | **Action:**<br>Empowering Vulnerable Students: A Commitment to Support<br><br>**Need:**<br>Homeless Youth continue to underperform on most metrics, most significantly on academic indicators, compared to their peers.<br><br>Homeless Youth across the District are significantly underperforming their peers in demonstrating academic achievement in English and Math, as measured by the CAASPP assessments<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | This action is specifically targeted at improving outcomes for foster and Homeless Youth by improving supports and services for these students and providing teachers and staff with the knowledge and tools they needs to address the unique needs of these students. | Chronic Absenteeism Rate<br>Suspension Rate<br>CAASPP - English Language Arts - Distance from Standard<br>CAASPP - Math - Distance from Standard |
| **6.8** | **Action:**<br>Services for High Need Students at Estrellita<br><br>**Need:**<br>Estrellita has been identified for comprehensive support and assistance for low graduation rates for all students, as well as Socio-economically Disadvantaged and Hispanic student groups. Similarly, these same groups are significantly underperforming on the College and Career Indicator.<br><br>Scope:<br>Limited to Unduplicated Student Group(s) | This action is specifically targeted at improving outcomes for English Learners at Estrellita by continuing to enhance the English Language Development program at Estrellita ensuring that every English learner is receiving the instruction and supports they need to become fluent in English and providing continued professional development on how to support the unique needs of these Learners in and out of the classroom. | EHS 5-Year Graduation Rate<br>EHS CAASPP - English Language Arts Met Standards Rate<br>EHS CAASPP - Math Met Standards Rate |

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

## Additional Concentration Grant Funding

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

Not applicable - Galt Joint Union High School District does not have a high concentration (above 55%) of Foster Youth, English Learners, and low-income students.

| **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 |

# 2026-27 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $25,980,025 | $2,760,118 | 10.624% | 0.00% | 10.624% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $28,990,857.00 | $5,234,528.00 | $1,062,858.00 | $877,922.00 | $36,166,165.00 | $26,252,364.00 | $9,198,474.00 |

| 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 | Access to Broad Course of Study: Core | All | No | | | All Schools | Ongoing | $308.00 | $0 | $308.00 | | | | $308.00 | |
| 1 | 1.2 | Access to Broad Course of Study: Visual and Performing Arts, World Languages, Electives | All | No | | | All Schools | Ongoing | $91,906.00 | $229,594.00 | $500.00 | $321,000.00 | | | $321,500.00 | |
| 1 | 1.3 | Access to Broad Course of Study: Career-Technical Education | All | No | | | All Schools | Ongoing | $1,378,574.00 | $513,325.00 | $200,194.00 | $1,691,705.00 | | | $1,891,899.00 | |
| 1 | 1.4 | Empowering Student Success: College Credit Opportunities | All | No | | | All Schools | Ongoing | $0.00 | $15,500.00 | $11,000.00 | $4,500.00 | | | $15,500.00 | |
| 1 | 1.5 | Special Education Programs and Services | Students with Disabilities | No | | | All Schools | Ongoing | $2,942,493.00 | $2,244,089.00 | $3,982,942.00 | $739,418.00 | | $464,222.00 | $5,186,582.00 | |
| 1 | 1.6 | Enhancing English Language Development (ELD) for Student Success | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools Specific Schools: Galt High School 9-12 | Ongoing | $448,310.00 | $19,739.00 | $402,349.00 | | | $65,700.00 | $468,049.00 | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.7 | College and Career Readiness for All Students | English Learners Foster Youth Low Income | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: Liberty Ranch High School, Estrellita High School | Ongoing | $150,696.00 | $25,220.00 | $174,876.00 | $1,040.00 | | $175,916.00 | |
| 1 | 1.8 | Academic & College/Career | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster | All Schools | Ongoing | $1,176,766.00 | $4,000.00 | $954,894.00 | $225,872.00 | | $1,180,766.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Nonpersonnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Counseling for Student Success | Low Income | | | Youth Low Income | | | | | | | | | | |
| 1 | 1.9 | Empowering Student Success: Multiple Pathways to Graduation | All | No | | | All Schools | Ongoing | $816,538.00 | $147,370.00 | $204,784.00 | $757,124.00 | | | $963,908.00 | |
| 2 | 2.1 | Equitable Curriculum Implementation | All | No | | | All Schools | Ongoing | $0.00 | $4,342.00 | $4,342.00 | | | | $4,342.00 | |
| 2 | 2.2 | Evidence-Based, DataDriven Instructional Practices | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $64,200.00 | $64,200.00 | | | | $64,200.00 | |
| 2 | 2.3 | Comprehensive Assessment Plan | All | No | | | All Schools | Ongoing | $39,266.00 | $24,360.00 | $60,726.00 | $2,900.00 | | | $63,626.00 | |
| 2 | 2.4 | Effective and Equitable Grading Practices | All | No | | | All Schools | Ongoing | $0.00 | $30,000.00 | $30,000.00 | | | | $30,000.00 | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.5 | Effective Strategies and Supports for High Needs Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $89,645.00 | $3,000.00 | $89,645.00 | $3,000.00 | | $92,645.00 | |
| 2 | 2.6 | Professional Growth & Continuous Improvement | All | No | | | All Schools | Ongoing | $94,770.00 | $32,350.00 | | $96,120.00 | $31,000.00 | $127,120.00 | |
| 2 | 2.7 | Educational Technology | All | No | | | All Schools | Ongoing | $123,963.00 | $90,400.00 | $170,763.00 | $43,600.00 | | $214,363.00 | |
| 3 | 3.1 | Enhancing Student WellBeing: Mental Health and Behavioral Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $286,470.00 | $296,500.00 | $144,738.00 | $438,232.00 | | $582,970.00 | |
| 3 | 3.2 | Enhancing Student Support: Multi-Tiered Systems of Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: Galt High School 9-12 | Ongoing | $397,938.00 | $0.00 | $397,938.00 | | | $397,938.00 | |
| 3 | 3.3 | Ensuring Campus Safety and Well-Being | All | No | | | All Schools | Ongoing | $483,490.00 | $275,546.00 | $608,206.00 | $150,830.00 | | $759,036.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Strengthening Family Engagement: A Commitment to Parents and Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $63,982.00 | $33,400.00 | $97,382.00 | | | | $97,382.00 | |
| 3 | 3.5 | Fostering a Positive School Climate and Inclusive Culture | All | No | | | All Schools | Ongoing | $688,499.00 | $626,391.00 | $1,285,659.00 | $8,008.00 | $21,223.00 | | $1,314,890.00 | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.6 | Celebrating Diversity and Inclusion: A Commitment to All | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $2,076.00 | $13,030.00 | $15,106.00 | | | | $15,106.00 | |
| 3 | 3.7 | Empowering Vulnerable Students: A Commitment to Support | English Learners Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | Ongoing | $72,062.00 | $0.00 | $45,143.00 | | $4,765.00 | $26,919.00 | $72,062.00 | |
| 4 | 4.1 | Enhancing Education Quality: Attracting and Retaining Effective Teachers | All | No | | | All Schools | Ongoing | $9,940,019.00 | $42,680.00 | $9,691,478.00 | $1,140.00 | | $290,081.00 | $9,982,699.00 | |
| 4 | 4.2 | Empowering Effective School Administration: A Commitment to Quality Education | All | No | | | All Schools | Ongoing | $1,494,024.00 | $296,094.00 | $1,772,421.00 | $17,697.00 | | | $1,790,118.00 | |
| 4 | 4.3 | Advancing Educational Resources: Textbooks, Technology, and Libraries | All | No | | | All Schools | Ongoing | $96,627.00 | $154,040.00 | $96,627.00 | $154,040.00 | | | $250,667.00 | |
| 4 | 4.4 | Strengthening Technology Infrastructure and Security | All | No | | | All Schools | Ongoing | $477,250.00 | $386,221.00 | $495,410.00 | $337,124.00 | $30,937.00 | | $863,471.00 | |
| 4 | 4.5 | Enhancing Campus Conditions: A Commitment to Learning | All | No | | | All Schools | Ongoing | $448,888.00 | $778,952.00 | $1,227,840.00 | | | | $1,227,840.00 | |
| 4 | 4.6 | Empowering Student Potential: Safe and Professional Transportation | All | No | | | All Schools | Ongoing | $1,017,985.00 | $942,383.00 | $1,960,368.00 | | | | $1,960,368.00 | |
| 4 | 4.7 | Nourishing Students: Universal Meals and Ongoing Improvements | All | No | | | All Schools | Ongoing | $973,740.00 | $625,707.00 | | $848,947.00 | $30,500.00 | $720,000.00 | $1,599,447.00 | |
| 4 | 4.8 | Creating Welcoming Learning Environments: Custodial and Groundskeeping | All | No | | | All Schools | Ongoing | $1,162,776.00 | $1,200,871.00 | $2,283,467.00 | $80,180.00 | | | $2,363,647.00 | |

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

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **5** | **5.1** | Establish Common Goals and Expectations around Math Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $3,100.00 | $3,100.00 | | | | $3,100.00 | |
| **5** | **5.2** | Horizontal Alignment of Math Curriculum Across the District | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $11,200.00 | $11,200.00 | | | | $11,200.00 | |
| **5** | **5.3** | Vertical Articulation of Math Curriculum | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $5,600.00 | $5,600.00 | | | | $5,600.00 | |
| **5** | **5.4** | Data-informed, Research-Based Instructional Practices for Math | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $11,200.00 | $11,200.00 | | | | $11,200.00 | |
| **5** | **5.5** | Appropriate Monitoring and Assessment in Math | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $20,800.00 | $5,000.00 | $15,800.00 | | | $20,800.00 | |
| **5** | **5.6** | Targeted and Timely Supports for Underperforming Students in Math | English Learners Foster Youth Low Income | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: Galt High School 9-12 | Ongoing | $60,956.00 | $0.00 | $60,956.00 | | | | $60,956.00 | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 6.1 | Promoting Attendance and Student Engagement: A Priority at Estrellita | All | No | | | Specific Schools: Estrellita High School All | Ongoing | $53,600.00 | $0.00 | | $53,600.00 | | | $53,600.00 | |
| 6 | 6.2 | Expanding Learning Opportunities at Estrellita | All | No | | | Specific Schools: Estrellita High School | Ongoing | $115,785.00 | $0.00 | | $115,785.00 | | | $115,785.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Undup licated ated 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | All | | | | | | | | | |
| 6 | 6.3 | Empowering Student Success at Estrellita | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Estrellita High School All | Ongoing | $76,484.00 | $0.00 | $76,484.00 | | | | $76,484.00 | |
| 6 | 6.4 | Expanding Horizons at Estrellita: A Diverse Curriculum | All | No | | | Specific Schools: Estrellita High School | Ongoing | $0.00 | $15,700.00 | $5,700.00 | $10,000.00 | | | $15,700.00 | |
| 6 | 6.5 | Enhancing Math and English Education at Estrellita | All | No | | | Specific Schools: Estrellita High School All | Ongoing | $75,039.00 | $0.00 | | $75,039.00 | | | $75,039.00 | |
| 6 | 6.6 | Empowering Teachers: Professional Growth at Estrellita | All | No | | | Specific Schools: Estrellita High School All | Ongoing | $0.00 | $1,500.00 | | $1,500.00 | | | $1,500.00 | |
| 6 | 6.7 | Dedicated Educators for High-Needs Students at Estrellita | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Estrellita High School All | Ongoing | $862,129.00 | $9,890.00 | $872,019.00 | | | | $872,019.00 | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **6** | **6.8** | Services for High Need Students at Estrellita | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Estrellita High School All | Ongoing | $49,310.00 | $180.00 | $49,490.00 | | $49,490.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $25,980,025 | $2,760,118 | 10.624% | 0.000% | 10.624% | $3,425,565.00 | 0.000% | 13.185 % | **Total:** | $3,425,565.00 |
| | | | | | | | | **LEA-wide Total:** | $2,034,335.00 |
| | | | | | | | | **Limited Total:** | $442,727.00 |
| | | | | | | | | **Schoolwide Total:** | $1,184,335.00 |

| 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 | Enhancing English Language Development (ELD) for Student Success | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools<br>Specific Schools: Galt High School 9 -12 | $402,349.00 | |
| 1 | 1.7 | College and Career Readiness for All Students | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>L ow Income | All Schools<br>Specific Schools: Liberty Ranch High School, Estrellita High School | $174,876.00 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.8 | Academic & College/Career Counseling for Student Success | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $954,894.00 | |
| 2 | 2.2 | Evidence-Based, DataDriven Instructional Practices | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $64,200.00 | |
| 2 | 2.5 | Effective Strategies and Supports for High Needs Students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $89,645.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.1 | Enhancing Student WellBeing: Mental Health and Behavioral Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $143,238.00 | |
| 3 | 3.2 | Enhancing Student Support: Multi-Tiered Systems of Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Galt High School 9 -12 | $397,938.00 | |
| 3 | 3.4 | Strengthening Family Engagement: A Commitment to Parents and Students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $97,382.00 | |
| 3 | 3.6 | Celebrating Diversity and Inclusion: A Commitment to All | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,106.00 | |
| 3 | 3.7 | Empowering Vulnerable Students: A Commitment to Support | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $40,378.00 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **5** | **5.1** | Establish Common Goals and Expectations around Math Education | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,100.00 | |
| **5** | **5.2** | Horizontal Alignment of Math Curriculum Across the District | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $11,200.00 | |
| **5** | **5.3** | Vertical Articulation of Math Curriculum | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,600.00 | |
| **5** | **5.4** | Data-informed, ResearchBased Instructional Practices for Math | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $11,200.00 | |
| **5** | **5.5** | Appropriate Monitoring and Assessment in Math | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,000.00 | |
| **5** | **5.6** | Targeted and Timely Supports for Underperforming Students in Math | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Galt High School 9 -12 | $60,956.00 | |
| **6** | **6.3** | Empowering Student Success at Estrellita | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Estrellita High School<br>All | $76,484.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| **6** | **6.7** | Dedicated Educators for High-Needs Students at Estrellita | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Estrellita High School<br>All | $872,019.00 | |
| **6** | **6.8** | Services for High Need Students at Estrellita | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Estrellita High School<br>All | $49,490.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $32,182,703.00 | $33,926,353.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Access to Broad Course of Study: Core | No | $114,519.00 | $180,445.00 |
| **1** | **1.2** | Access to Broad Course of Study: Visual and Performing Arts, World Languages, Electives | No | $196,103.00 | $245,019.00 |
| **1** | **1.3** | Access to Broad Course of Study: Career-Technical Education | No | $597,537.00 | $665,947.00 |
| **1** | **1.4** | Empowering Student Success: College Credit Opportunities | No | $15,500.00 | $0 |
| **1** | **1.5** | Special Education Programs and Services | No | $5,367,786.00 | $5,150,252.00 |
| **1** | **1.6** | Enhancing English Language Development (ELD) for Student Success | Yes | $390,385.00 | $386,481.00 |
| **1** | **1.7** | College and Career Readiness for All Students | Yes | $165,292.00 | $160,843.00 |

| | | | | | |
|---|---|---|---|---|---|
| **1** | **1.8** | Academic & College/Career Counseling for Student Success | Yes | $1,059,035.00 | $1,048,073.00 |
| **1** | **1.9** | Empowering Student Success: Multiple Pathways to Graduation | No | $973,875.00 | $908,322.00 |
| **2** | **2.1** | Equitable Curriculum Implementation | No | $10,000.00 | $13,001.00 |
| **2** | **2.2** | Evidence-Based, Data-Driven Instructional Practices | Yes | $64,200.00 | $0 |

| 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** | Comprehensive Assessment Plan | No | $128,447.00 | $66,377.00 |
| **2** | **2.4** | Effective and Equitable Grading Practices | No | $25,000.00 | $27,313.00 |
| **2** | **2.5** | Effective Strategies and Supports for High Needs Students | Yes | $101,523.00 | $98,596.00 |
| **2** | **2.6** | Professional Growth & Continuous Improvement | No | $147,083.00 | $64,751.00 |
| **2** | **2.7** | Educational Technology | No | $189,014.00 | $206,396.00 |
| **3** | **3.1** | Enhancing Student Well-Being: Mental Health and Behavioral Support | Yes | $162,356.00 | $609,420.00 |

| | | | | | |
|---|---|---|---|---|---|
| **3** | **3.2** | Enhancing Student Support: MultiTiered Systems of Support | Yes | $382,151.00 | $358,015.00 |
| **3** | **3.3** | Ensuring Campus Safety and Well-Being | No | $675,864.00 | $715,274.00 |
| **3** | **3.4** | Strengthening Family Engagement: A Commitment to Parents and Students | Yes | $97,258.00 | $67,125.00 |
| **3** | **3.5** | Fostering a Positive School Climate and Inclusive Culture | No | $1,191,381.00 | $1,266,215.00 |
| **3** | **3.6** | Celebrating Diversity and Inclusion: A Commitment to All | Yes | $12,102.00 | $3,336.00 |
| **3** | **3.7** | Empowering Vulnerable Students: A Commitment to Support | Yes | $68,463.00 | $69,055.00 |
| **4** | **4.1** | Enhancing Education Quality: Attracting and Retaining Effective Teachers | No | $9,067,575.00 | $9,525,028.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **4** | **4.2** | Empowering Effective School Administration: A Commitment to Quality Education | No | $2,079,159.00 | $1,944,440.00 |
| **4** | **4.3** | Advancing Educational Resources: Textbooks, Technology, and Libraries | No | $245,635.00 | $521,791.00 |
| **4** | **4.4** | Strengthening Technology Infrastructure and Security | No | $850,533.00 | $763,552.00 |

| | | | | | |
|---|---|---|---|---|---|
| **4** | **4.5** | Enhancing Campus Conditions: A Commitment to Learning | No | $1,198,513.00 | $1,163,791.00 |
| **4** | **4.6** | Empowering Student Potential: Safe and Professional Transportation | No | $1,796,497.00 | $2,433,008.00 |
| **4** | **4.7** | Nourishing Students: Universal Meals and Ongoing Improvements | No | $1,551,104.00 | $1,718,548.00 |
| **4** | **4.8** | Creating Welcoming Learning Environments: Custodial and Groundskeeping | No | $2,038,864.00 | $2,259,650.00 |
| **5** | **5.1** | Establish Common Goals and Expectations around Math Education | Yes | $3,100.00 | $0 |
| **5** | **5.2** | Horizontal Alignment of Math Curriculum Across the District | Yes | $11,200.00 | $0 |
| **5** | **5.3** | Vertical Articulation of Math Curriculum | Yes | $5,600.00 | $0 |
| **5** | **5.4** | Data-informed, Research-Based Instructional Practices for Math | Yes | $11,200.00 | $0 |
| **5** | **5.5** | Appropriate Monitoring and Assessment in Math | Yes | $20,760.00 | $0 |
| **5** | **5.6** | Targeted and Timely Supports for Underperforming Students in Math | Yes | $52,046.00 | $49,761.00 |
| **6** | **6.1** | Promoting Attendance and Student Engagement: A Priority at Estrellita | No | $51,625.00 | $53,800.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| 6 | 6.2 | Expanding Learning Opportunities at Estrellita | No | $139,122.00 | $112,614.00 |
| 6 | 6.3 | Empowering Student Success at Estrellita | Yes | $71,631.00 | $72,618.00 |
| 6 | 6.4 | Expanding Horizons at Estrellita: A Diverse Curriculum | No | $16,828.00 | $22,845.00 |
| 6 | 6.5 | Enhancing Math and English Education at Estrellita | No | $63,958.00 | $72,156.00 |
| 6 | 6.6 | Empowering Teachers: Professional Growth at Estrellita | No | $5,417.00 | $87,200.00 |
| 6 | 6.7 | Dedicated Educators for High-Needs Students at Estrellita | Yes | $719,379.00 | $768,204.00 |
| 6 | 6.8 | Services for High Need Students at Estrellita | Yes | $48,083.00 | $47,091.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $2,608,545.00 | $3,039,986.00 | $3,738,618.00 | ($698,632.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.6 | Enhancing English Language Development (ELD) for Student Success | Yes | $336,263.00 | $386,481.00 | | |
| 1 | 1.7 | College and Career Readiness for All Students | Yes | $164,268.00 | $160,843.00 | | |
| 1 | 1.8 | Academic & College/Career Counseling for Student Success | Yes | $919,953.00 | $1,048,073.00 | | |
| 2 | 2.2 | Evidence-Based, Data-Driven Instructional Practices | Yes | $0 | $0 | | |
| 2 | 2.5 | Effective Strategies and Supports for High Needs Students | Yes | $81,438.00 | $98,596.00 | | |
| 3 | 3.1 | Enhancing Student Well-Being: Mental Health and Behavioral Support | Yes | $46,995.00 | $609,420.00 | | |
| 3 | 3.2 | Enhancing Student Support: Multi-Tiered Systems of Support | Yes | $382,151.00 | $358,015.00 | | |
| 3 | 3.4 | Strengthening Family Engagement: A Commitment to Parents and Students | Yes | $97,258.00 | $67,125.00 | | |
| 3 | 3.6 | Celebrating Diversity and Inclusion: A Commitment to All | Yes | $12,102.00 | $3,336.00 | | |
| 3 | 3.7 | Empowering Vulnerable Students: A Commitment to Support | Yes | $38,417.00 | $69,055.00 | | |
| 5 | 5.1 | Establish Common Goals and Expectations around Math Education | Yes | $3,100.00 | $0 | | |
| 5 | 5.2 | Horizontal Alignment of Math Curriculum Across the District | Yes | $11,200.00 | $0 | | |
| 5 | 5.3 | Vertical Articulation of Math Curriculum | Yes | $5,600.00 | $0 | | |
| 5 | 5.4 | Data-informed, Research-Based Instructional Practices for Math | Yes | $11,200.00 | $0 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5** | **5.5** | Appropriate Monitoring and Assessment in Math | Yes | $5,000.00 | $0 | | |
| **5** | **5.6** | Targeted and Timely Supports for Underperforming Students in Math | Yes | $52,046.00 | $49,761.00 | | |
| **6** | **6.3** | Empowering Student Success at Estrellita | Yes | $71,631.00 | $72,618.00 | | |
| **6** | **6.7** | Dedicated Educators for High-Needs Students at Estrellita | Yes | $689,081.00 | $768,204.00 | | |
| **6** | **6.8** | Services for High Need Students at Estrellita | Yes | $48,083.00 | $47,091.00 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $24,474,997 | $2,608,545 | 0% | 10.658% | $3,738,618.00 | 0.000% | 15.275% | $0 | 0% |

# 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, evidencebased 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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site 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

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- 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.

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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.

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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 school sites 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 school site must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites 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 school sites, 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 school sites 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 school sites 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site 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 threeyear 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 2 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 threeyear 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 lowincome 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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