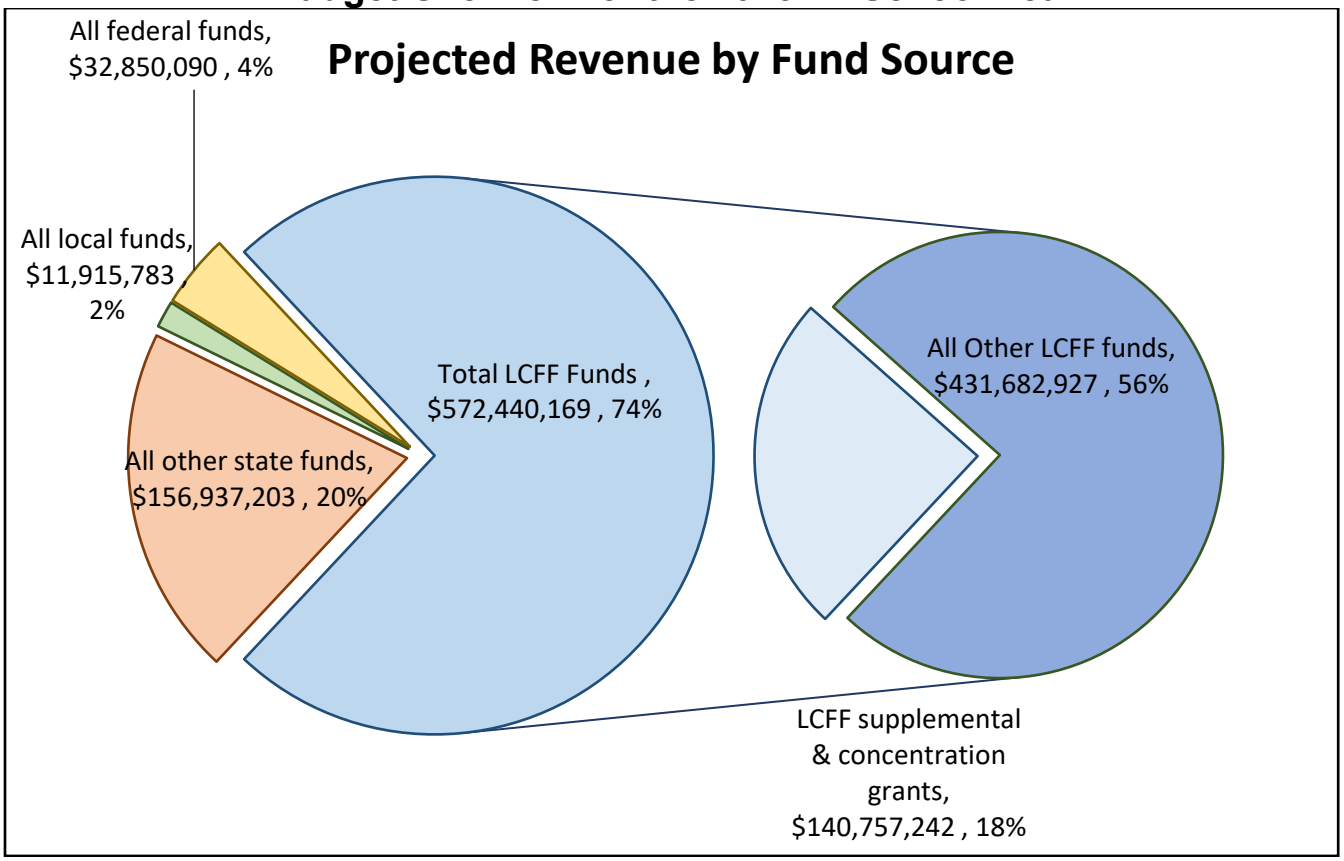
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Garden Grove Unified School District
CDS Code: 30 66522 0000000
School Year: 2026-27
LEA contact information:
Gabriela Mafi, Ed.D.
Superintendent
gmafi@ggusd.us
714-663-6111

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

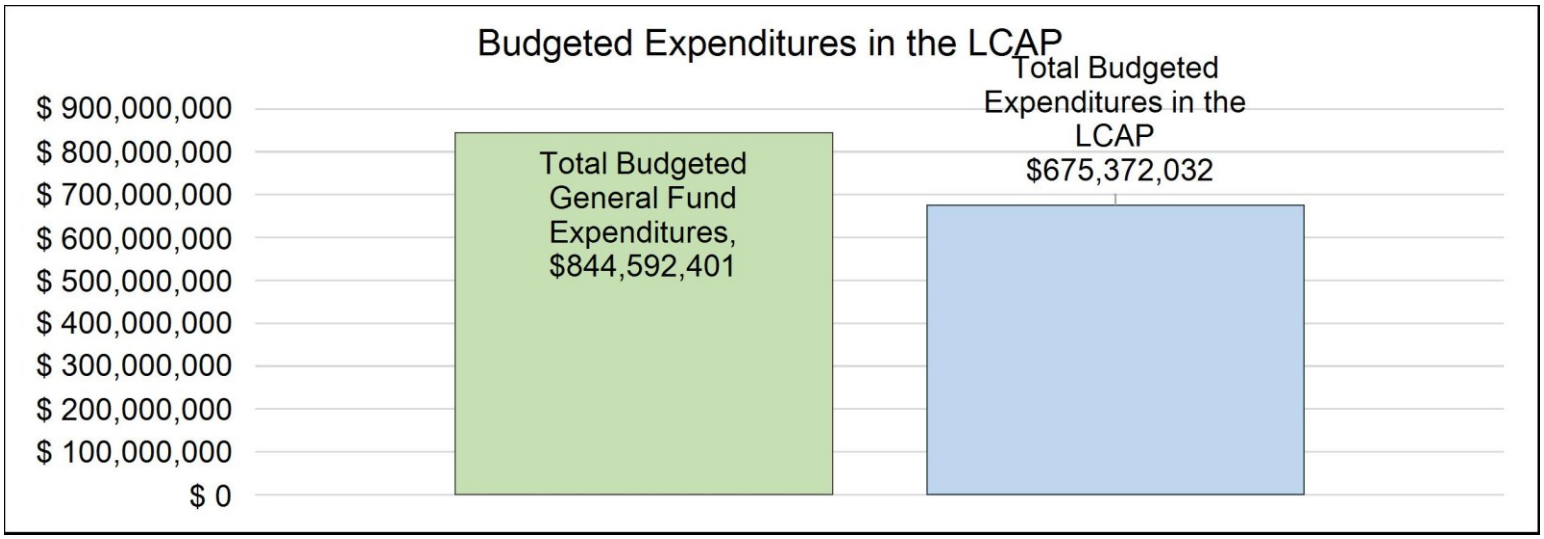


This chart shows the total general purpose revenue Garden Grove Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Garden Grove Unified School District is $774,143,245, of which $572,440,169 is Local Control Funding Formula (LCFF), $156,937,203 is other state funds, $11,915,783 is local funds, and $32,850,090 is federal funds. Of the $572,440,169 in LCFF Funds, $140,757,242 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 Garden Grove Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Garden Grove Unified School District plans to spend $844,592,401 for the 2026-27 school year. Of that amount, $675,372,032 is tied to actions/services in the LCAP and $169,220,369 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

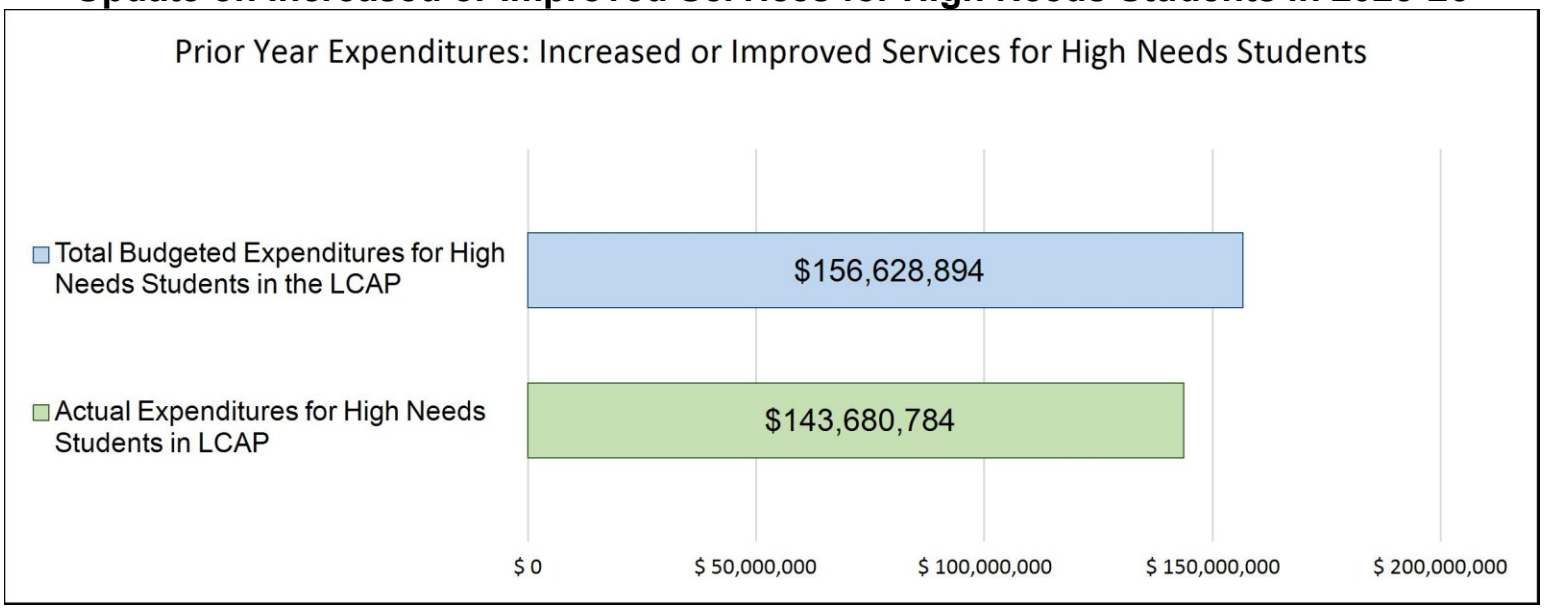
Restricted federal programs in the amount of $7,388,437, restricted state programs in the amount of $152,161,192, restricted local programs in the amount of $12,854,545, as well as transfers to other funds, indirect costs, and employee benefits adjustments in the combined amount of $(3,183,805).

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

In 2026-27, Garden Grove Unified School District is projecting it will receive $140,757,242 based on the enrollment of foster youth, English learner, and low-income students. Garden Grove Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Garden Grove Unified School District plans to spend $156,164,932 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 Garden Grove Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Garden Grove Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Garden Grove Unified School District's LCAP budgeted $156,628,894 for planned actions to increase or improve services for high needs students. Garden Grove Unified School District actually spent $143,680,784 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $12,948,110 had the following impact on Garden Grove Unified School District's ability to increase or improve services for high needs students:

In 2025-26, Garden Grove Unified School District is projecting to spend $143,680,784. The difference between actual spending and total budgeted expenditures did not impact implementation of Goals and Actions as they were fully implemented to provide overall increased or improved services to students in those areas. In 2026-27, Garden Grove Unified School District is projected to spend all of the funding from 2025-26 and 2026-27 based on the enrollment of foster youth, English learner, and low-income students. Garden Grove Unified School District plans to spend $156,164,932 towards meeting this requirement by focusing on professional development, extended learning programs, additional staffing and instructional support, targeted English Learner interventions, and college and career mentoring programs and pathways, as described in the LCAP.

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
Garden Grove Unified School District	Gabriela Mafi, Ed.D. Superintendent	gmafi@ggusd.us 714-663-6111

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.

OUR SHARED GGUSD VISION: We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

OUR SHARED GGUSD MISSION: To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Established July 1, 1965, the Garden Grove Unified School District (GGUSD) encompasses 28 square miles of territory, serving most of Garden Grove and portions of six surrounding cities - Anaheim, Cypress, Fountain Valley, Santa Ana, Stanton, and Westminster. The 2025-26 adopted General Fund budget was $914,643,688 making the district the largest enterprise in the city of Garden Grove. With a reported district enrollment of 36,065 for the 2025-2026 school year, the district is the third largest among 28 public school districts in Orange County and ranks 18th in size of more than 1,000 school districts in California. The district employs more than 5,000 staff members and operates 68 schools: 44 elementary, 10 intermediate, 7 high schools, one continuation school, one adult education center, one preschool family campus, one early childhood education center, three elementary dual language schools, two dual language intermediate schools, one dual language high school, and two special education schools.

GGUSD maintains its rank as the fifth highest performing district among large California districts with 34,000 or more students. This is an impressive accomplishment given the fact that among the top ten highest performing large school districts, GGUSD has the greatest

percentage of English learners (28%) and students who are classified as “socioeconomically disadvantaged” (79%)

As a large urban district, one of our greatest assets is our ethnically and linguistically diverse student population. In 2024-25, the district served 10,426 English Learner (EL) students which is approximately 28% of the student population. Over 60% of our students are second language learners (including English learners, and reclassified fluent English proficient). GGUSD’s five major primary language groups are English, Spanish, Vietnamese, Arabic, and Korean.

GGUSD provides comprehensive educational services for TK-12 students and adults in safe and well-maintained schools staffed by quality teachers and support staff meeting the highest professional standards. Adult education, preschool, English language development programs, Career Technical Education, visual and performing arts education (VAPA), Gifted and Talented Education (GATE), and special education are among the many programs provided by the district.

All schools in the district focus on a core curriculum of basic skills development in reading, writing, science, history-social science, and mathematics, while recognizing the importance of offering varied educational experiences through comprehensive music and visual arts instruction, electives, athletics, and leadership development. Computers and other technology in classrooms, school libraries, and dedicated laboratories complement the delivery of the basic curriculum and provide the foundation for lifelong digital literacy. All sites connect to the Wide Area Network, enabling classrooms, schools, and offices to exchange information electronically and have access to the Internet. The vision of GGUSD is for students to graduate prepared to contribute and thrive in a diverse community.

GGUSD has a strong reputation for providing outstanding instructional programs to a diverse student population. GGUSD prides itself on being innovative, fiscally responsible, and committed to providing a safe learning environment with a high level of support for all students and their parents. Students receive an exceptional education at our award-winning schools. GGUSD is a leader in college and career readiness with a greater number of students passing rigorous college entrance exams than other district in the state or county. With all our successes, however, we know that academics is just one element of a successful education, and we work to nurture the whole child. The key to our success is treating all students as if they were our own children and providing them all the academic and personal skills for lifelong success.

Awards and Recognitions:

In 2018 GGUSD was named the first and, at the time, the only California Exemplary District in Orange County, a prestigious recognition awarded to only one district in every county.

In 2026, Garden Grove Unified School District (GGUSD) celebrated a historic achievement as nine of its secondary schools were named California Distinguished Schools, the state’s top honor recognizing exceptional student achievement and success in closing opportunity gaps. This marks the most secondary schools to receive the distinction in a single year in district history and more than any other district in Orange County. GGUSD schools earning the prestigious recognition are Bell, Irvine, McGarvin, and Ralston intermediate schools and Bolsa Grande, Los Amigos, La Quinta, Pacifica, and Santiago high schools.

GGUSD has more schools on the California Distinguished Schools list than any comparable district across the state. Years that GGUSD has received the Distinguished Schools honor:

- 2018: Elementary Schools: Allen, Cook, Evans, Faylane, Murday, Paine, Patton, Stanford, Rosita, Warren, Zeyen
- 2019: High Schools: Bolsa Grande, Garden Grove, Pacifica
- 2020: Elementary Schools: Cook, Stanley, Lawrence, Allen, Excelsior, Crosby, Morningside, Peters and Hazard
- 2021: Intermediate Schools: Bell, Irvine, McGarvin; High Schools: LaQuinta
- 2022: See California Pivotal Practice Award below*
- 2023: Elementary Schools: Allen, Cook
- 2023: Elementary Schools who met all requirements but due to COVID-19 related mandatory absences, were unfairly disqualified from receiving this distinction: Anthony, Barker, Excelsior, Garden Park, Hazard, Morningside, Murdy and Patton
- 2024: Intermediate Schools: Bell and McGarvin
- 2025: Elementary Schools: Anthony, Barker, Brookhurst, Cook, Eisenhower, Excelsior, Hill, Patton, Peters K-3 and 4-6, and Zeyen

Garden Grove Unified School District (GGUSD), as a member of the California CORE Districts, has been named a recipient of the inaugural Carnegie Award for Impact, a prestigious national honor recognizing significant and sustained improvement in high school student success.

Garden Grove Unified School District (GGUSD) has earned two major statewide honors recognizing the district's leadership in bilingual education and commitment to student multilingual success. The district has been selected as the recipient of the 2026 Trailblazer—Visionary Board Award from the California Association for Bilingual Education (CABE) and the 2026 Lynne Aoki Multiple Pathways to Biliteracy District Recognition Award from Californians Together.

In 2026 GGUSD elementary and intermediate schools earned recognition by U.S. News and World Report, with 40 elementary schools and all 10 intermediate schools placing among the top 40% in California. A special congratulations to the 18 elementary schools that ranked in the top 20% statewide, including: Allen, Anthony, Barker, Cook, Enders, Excelsior, Evans, Garden Park, Gilbert, Hazard, Morningside, Murdy, Paine, Parkview, Patton, Post, Stanford, and Sunnyside Elementary Schools. Allen Elementary earned an exceptional spot in the top 50 of all California elementary schools, while Bell, McGarvin, and Jordan Intermediate Schools ranked in the top 10% of California middle schools. Garden Grove Unified K-8 schools have received major recognition in 2022, 2025, and 2026.

In 2025, all seven of Garden Grove Unified School District's (GGUSD) comprehensive high schools earned high rankings on the prestigious America's Best High Schools list published by U.S. News & World Report. GGUSD high schools ranked in the top 25% nationally among more than 24,000 high schools. GGUSD's highest ranked school, La Quinta High School ranked #23 (up from #32 in 2024) in the Los Angeles metro area, #63 (up from #79) in California and #473 (up from #504) nationally. Additionally, Pacifica and Garden Grove high schools ranked in the top 10% in the state and Pacifica, Garden Grove and Bolsa Grande high schools ranked in the top 10% nationally. Garden Grove Unified School District (GGUSD) schools have been recognized in the U.S. News & World Report rankings for at least eight consecutive years (2018–2025) for high schools.

The Garden Grove Unified School District was recognized as a 2025 California Honor Roll District and 38 of the district's schools were named 2025 California Honor Roll Schools, more than any other school district in Orange County. The prestigious recognition is issued by Educational Results Partnership (ERP) and the Campaign for Business Education Excellence (CBEE), a national coalition of business and education leaders. Previous years that GGUSD has been recognized for this honor include: 2024, 2023-2024, 2019-2020, 2018-2019, and 2017-2018 (program on hiatus in 2021 and 2022).

All seven comprehensive high schools in Garden Grove Unified School District (GGUSD) have been named to the 2025 Advanced Placement (AP) School Honor Roll by College Board, with each one receiving either Gold, Silver, or Bronze distinctions. The AP School Honor Roll recognizes schools whose AP programs are delivering results for students while broadening participation. Bolsa Grande, Garden Grove, La Quinta, and Santiago high schools were named to the 2023 AP (Advanced Placement) School Honor Roll.

In 2025 Hare High School was once again named a California Model Continuation School (previous years: 2022, 2019, 2011).

Five students from the Garden Grove Unified School District (GGUSD) were named semifinalists in the 2025 National Merit Scholarship Program - a prestigious recognition earned by less than one percent of high school seniors nationwide. In 2025 McGarvin Intermediate was recognized among the “California Schools to Watch”.

Santiago High School and Alamitos and Doig Intermediates continue to be recognized as AVID Demonstration Schools.

For the 2024-2025 school year, a total of 28 schools across the Garden Grove Unified School District (GGUSD) have been recognized by the California PBIS Coalition for their outstanding commitment to fostering supportive and positive learning environments. The 2024-2025 PBIS (Positive Behavioral Interventions and Supports) Awards highlight schools that lead the way in California by effectively using PBIS strategies to encourage constructive student behavior and nurture a positive school culture. GGUSD schools that received the Platinum Implementation Award include Bryant, Hazard, Heritage, Lawrence, Mitchell, Sunnyside, and Violette elementary schools and Bell, Doig, Lake, McGarvin, and Ralston intermediate schools. Schools that received the Gold Implementation Award include Cook, Excelsior, Paine, Peters K-3, Rosita, and Wakeham elementary schools and Fitz Intermediate Language Academy. Schools that received the Silver Implementation Award include Allen, Eisenhower, Garden Park, Northcutt, Parkview, and Post elementary schools and Irvine Intermediate School. Anthony and Murdy elementary schools received the Bronze Implementation Award.

- GGUSD schools that received the Platinum Implementation Award in 2021 include Hazard, Heritage, and Sunnyside elementary schools and McGarvin Intermediate School.
- Schools that received the Gold Implementation Award include Bryant, Clinton, Mitchell, Rosita, Stanley, and Violette elementary schools and Doig and Ralston intermediate schools. Five schools received the Silver Implementation Award including Carrillo, Crosby, Patton, Paine, and Wakeham elementary schools. Cook Elementary School received the Bronze Implementation Award.

In 2023, the U.S. Department of Education recognized Anthony Elementary School, Cook Elementary School and Paine Elementary School as National Blue Ribbon Schools in the category of Exemplary High Performing Schools. This prestigious honor is based on a school’s overall academic performance and was awarded to only 353 schools across the nation including 33 in California. While GGUSD schools represent less than half of one percent of all schools in California, the Board of Education is delighted that GGUSD has an impressive 9% of the state’s National Blue Ribbon Schools. At the county level, there were 6 National Blue Ribbon Schools. While Garden Grove Unified Schools represent 6.5% of Orange County Schools, the district represents a remarkable 50% of Orange County’s National Blue Ribbon Schools. Previous National Blue Ribbon Schools: Stanley Elementary (2004); Murdy Elementary (2009); Sunnyside Elementary (2010); Allen Elementary (2011); Cook Elementary (2016); Allen Elementary (2020).

Garden Grove Unified School District’s ASPIRE system of care earned the distinguished 2023 Golden Bell Award from the California School

Board Association as a model of excellence in supporting student mental health and well-being.

Twelve schools in GGUSD earned the 2022 California Pivotal Practice (CAPP) Award for innovative practices implemented during the 2020-2021 school year when California required schools to offer distance learning due to the COVID-19 pandemic. GGUSD schools that received the award include Alamitos Intermediate, Bryant Arts Academy, Faylane Elementary, Garden Grove High School, Heritage Elementary, Irvine Intermediate, Marshall Elementary, Riverdale Tech Academy, Stanford Elementary, Stanley Elementary, Warren Elementary, and Violette Elementary.

Garden Grove Unified School District (GGUSD) has received the 2025 Best Communities for Music Education Award for outstanding achievement in providing music access and education to all students. This is the seventh year in a row that GGUSD has earned this esteemed national recognition, which was awarded to only nine districts in Orange County, and 30 districts across California.

In 2020, five elementary schools in the Garden Grove Unified School District were recognized with America's Best Urban Schools awards from the National Center for Urban School Transformation. Schools to earn the prestigious recognition as the highest performing urban schools include Evans, Hazard, Paine, Parkview, and Warren elementary schools.

EQUITY MULTIPLIER SCHOOL SITES

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent (Ed. Code 42238.024). LEAs receiving Equity Multiplier funding must include in their LCAP one or more focus goals for each school generating Equity Multiplier funding. Equity Multiplier goals 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.

For the 26-27 school year, Hare Continuation High School continues in its third year in Equity Multiplier status, based on the following student groups falling in the lowest performance level (red) on the 2024 CA Dashboard:

- All students: College and Career
- English Learners: English Learner Progress; College and Career
- Socioeconomically Disadvantaged: College and Career
- Hispanic: College and Career

The college and career indicator, previously red, for "all students" and subgroups is now in the Orange level. For "all students" there was an increase of 5.8%, and for the subgroups an increase of: English Leaners (2.4%), Socioeconomically Disadvantaged (6.8%), and Hispanic students (5.8%). The English Learner Progress Indicator is also currently in the Orange Level, with an increase of 12.1%.

For detailed information regarding Hare High School's goals and actions to support underperforming student groups, see Goal 4: Equity Multiplier Focus Goal for Hare High School.

- Equity Multiplier funds are not allocated to Goal Four, Action Step Three (In-class Coaching and Support) because the Instructional Office already provides support through a team of Teachers on Special Assignment who support school sites in meeting their instructional goals. While these funds are not needed for this step, the action step describes how interventions are designed to be part of the initial and long-term implementation of this Goal.

Reflections: Annual Performance

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

2025 CA SCHOOLS DASHBOARD DATA SUMMARY:

The Garden Grove Unified School District (GGUSD) is demonstrating overall strong performance across the California Eight State Priorities, achieving the highest performance rating (Green) in critical areas of Academic Progress (ELA and Math), English Learner Progress, Graduation Rate and College/Career Readiness. These highlights reflect high student engagement and successful literacy efforts.

Suspension rate and Chronic Absenteeism, however, are rated Yellow, making them a continued area of focus. The district is committed to addressing suspension rate and absenteeism by expanding its Community Schools Initiative and implementing a multi-tiered system of support (MTSS) to provide integrated health, wellness, and family support services to remove barriers to regular attendance.

GGUSD is strategically using its resources to maintain its high achievement while intervening in specific areas to ensure equitable outcomes for all students.

Data analysis for each applicable state priority follows:

1. ACADEMIC PERFORMANCE

CAASPP ENGLISH LANGUAGE ARTS

- All Students: 24.9 points above standard (Green) Increased 4.1 points
- English Learners: 9.6 points below standard (Yellow) Increased 10.5 points
- Long-Term English Learners: 79 points below standard (Orange) Increased 6.2 points
- Hispanic Students: 15.1 points below standard (Yellow) Increased 5.1 points
- Foster Youth: 54.4 points below standard (Orange) Declined 19.8 points
- Socioeconomically Disadvantaged: 11.9 points above standard (Green) Increased 3.2 points
- Students with disabilities: 68.7 points below standard (Yellow) Increased 9 points

2025 data shows that student proficiency in English Language Arts is improving, with “all students” and all but one subgroup increasing by an average of 6.35 points and a high of 10.5 points. The one subgroup that did not increase was foster youth, which declined by 19.8 points.

Based on an analysis of the 2025 CAASPP ELA data, subgroups that show the greatest need for support are:

- Foster Youth: 54 points below standard, and declined by 19.8 points
- Subgroups to watch include Long-Term English Learners (79 points below standard) and Students with Disabilities (68.7 points below standard, because even though they both increased, they are still the farthest from standard.

For actions and services related to academic support in English Language Arts, see page 39 of this LCAP.

CAASPP MATHEMATICS
- All students: 3.9 points below standard (Green) Increased 3.6 points
- English Learners: 31.5 points below standard (Yellow) Increased 8.5 points
- Long-Term English Learners: 130.6 points below standard (Red) Maintained 2.2 points
- Hispanic Students: 54 points below standard (Orange) Maintained 2.7 points
- Foster Youth: 74.5 points below standard (Orange) Declined 4.9 points
- Socioeconomically Disadvantaged: 18 points below standard (Yellow) Maintained 2.2 points
- Students with Disabilities: 96.4 points below standard (Orange) Increased 3.1
- Homeless Youth: 49.8 points below standard (Yellow) Increased 18 points

Summary:
The 2025 Dashboard highlights that “all students” and all but one subgroup have either increased or maintained their distance from standard. Even though the Long-Term English Learner subgroup maintained, it is still 130.6 points below standard keeping them in the red indicator group; and the Foster Youth subgroup was the only group to decline, dropping them from the yellow indicator to the orange.

Based on the 2025 Math CAASPP data, subgroups showing the greatest need for intervention are:
- Long-Term English Learners: Maintained at 2.2 points, however are still 130.6 points below standard
- Foster Youth: Declined 4.9 points

For actions and services related to academic support for math, see page 39 of this LCAP.

ENGLISH LEARNER PROGRESS (ELPAC Assessment)
- 51% of English Learners are making progress toward English proficiency (Green) increased 2%
- 45.7% of English Learners have progressed at least one performance level, a 4.3% increase
- 29.8% have maintained proficiency level 1-3, a 0.9% increase
- 19.2% have decreased at least one proficiency level, a positive 3% decrease

Summary:
Data shows that English Learner proficiency rates are improving and that students moving up performance levels is increasing; additionally, fewer students are dropping to a lower proficiency level.

2. ACADEMIC ENGAGEMENT

CHRONIC ABSENTEEISM

- All students: 12.8% (yellow) a positive decline of 1.6%
- English Learners: 14.1% (yellow) a positive decline of 2.2%
- Long-Term English Learners: 16.9% (yellow) a positive decline of 1.4%
- Hispanic Students: 17.2% (yellow) a positive decline of 1.9%
- Socioeconomically disadvantaged youth: 14.7% (yellow) a positive decline of 1.4%
- Students with disabilities: 19.6% (yellow) a positive decline of 1.5%
- Foster Youth: 36.6% (red) increased 4.9%
- Homeless Youth: 24.5% (yellow) a positive decline of 12.8%

Summary:
Data continues to show a positive trend of decreasing chronic absenteeism for “all students” and all but one subgroup, Foster Youth which increased.

GRADUATION RATE

- All students: 92.3% (green) maintained -0.7%
- English Learners: 83.8% (orange) declined 1%
- Long-Term English Learners: 93.5% (green) maintained 0.1%
- Hispanic Students: 91.8% (green) maintained -0.4%
- Foster Youth: 82.4% (orange) declined 2.6%
- Socioeconomically Disadvantaged: 92.3% (green) maintained -0.9%
- Students with disabilities: 81.4% (green) increased 1.8%
- Homeless Youth: 78.5% (red) declined 10.5%

Summary:

While “all students” and several subgroups (LTELs, Hispanic, Socioeconomically disadvantaged, and students with disabilities) remain in the green or “high” performance level, three subgroups (English Learners, Foster Youth, and Homeless Youth) have shown a slight decline.

3. CONDITIONS AND CLIMATE

SUSPENSION RATE

- All students: 2.7% (yellow) maintained 0.2%
- English Learners: 3.7% (orange) increased 0.4%
- Long-Term English Learners: 8.8% (red) maintained -0.2%
- Foster Youth: 5.5% (yellow) declined 2.8%
- Socioeconomically Disadvantaged Youth: 3.1% (yellow) maintained 0.2%
- Students with disabilities: 4.5% (yellow) maintained -0.1%

Summary:

The “All students” group and most subgroups maintained and remain in the yellow (medium) performance level. The subgroups who did not maintain or who increased were the English Learner subgroup (increased slightly and now in orange) and Long-term English Learners (maintained but are in the red, very low, performance level).

2024-2025 LOCAL DATA

1. ACADEMIC PERFORMANCE

ENGLISH LANGUAGE ARTS T3/Q3 BENCHMARKS (% Proficient)
Elementary (2-6):

- All Students: 59% (+2%)
- English Learners: 32% (+2%)

Intermediate (7-8):

- All Students: 61.5% (+5.5%)
- English Learners: 17% (+1.3%)

High School (9-12):

- All Students: 63% (-2%)
- English Learners: 20% (-1.5%)

MATHEMATICS T3/Q3 BENCHMARKS (% Proficient)
Elementary (2-6):

- All Students: 65% (+2%)
- English Learners: 49% (+2%)

Intermediate (7-8):

- All Students: 70.25% (+0.25%)
- English Learners: 48.6% (+5.6%)

High School (9-12):

- All Students: 56% (-1%)
- English Learners: 45.6% (-4.4%)

Summary for Local Benchmarks:

Outcome data shows that proficiency on the English Language Arts (ELA) trimester3/quarter 3 benchmark improved slightly for elementary and intermediate students, both district wide and the English Learner subgroup. High School proficiency scores declined slightly both district

wide and the English Learner subgroup at -2% and -1.5% respectively.

For mathematics, outcome data shows that proficiency on the trimester 3/quarter 3 benchmark improved district wide and for the English Learner subgroup at both the elementary and intermediate level; significantly so for intermediate English Learners (+5.6%).

GRADE POINT AVERAGE:

- Intermediate GPA (all): 2.98 (+0.2)
- Intermediate GPA (EL): 2.64 (+0.3)
- Intermediate GPA (FY): 2.72 (+0.29)
- Intermediate GPA (SED): 2.92 (+0.05)
- Intermediate GPA (SWD): 2.82 (+0.15)
- High School GPA (all): 3.00 (-0.02)
- High School GPA (EL): 2.47 (-0.02)
- High School GPA (FY): 2.56 (+0.13)
- High School GPA (SED): 2.95 (-0.02)
- High School GPA (SWD): 2.66 (-0.06)
- High School F-Rate (all): 5.0% (+/-0)
- High School F-Rate (EL): 11% (+1%)
- High School F-Rate (FY): 10.2% (-1.8)
- High School F-Rate (SED): 5.3% (+0.3)
- High School F-Rate (SWD): 7.6% (+0.8)

Summary for Grade Point Average:

Intermediate GPA district wide improved slightly as did all intermediate subgroups (by an average of 0.2). High School GPA very slightly declined district wide and for all subgroups (by an average of -0.03) except Foster Youth who increased slightly (+0.13).

ENGLISH LEARNER PROGRESS: RECLASSIFICATION RATE

- District: 11.29% (-2.51)
- Elementary: 16% (+2.8)
- Intermediate: 16% (-3.0)
- High School: 7% (-2)

Summary:

The EL reclassification data shows a mixed trend in the metric across school levels, with the elementary level showing a slight gain, and the secondary level a slight decline. This indicates that actions and services at the elementary level are positively impacting student proficiency, whereas refinement of actions and services may need to occur at the secondary level.

2. ACADEMIC ENGAGEMENT

ANNUAL STRATEGIC PLAN SURVEY (STUDENT RESPONSES)

- Scholarly Habits: 3.80 (+0.12)
- Motivation: 4.08 (+0.03)
- Belongingness: 3.84 (+0.06)

Summary for Academic Engagement:

All metrics in the area of “Student Engagement” (scholarly habits, motivation, belongingness) increased.

3. CONDITIONS AND CLIMATE

ANNUAL STRATEGIC PLAN SURVEY

(STUDENT RESPONSES)

- Safety (Feeling Safe at School): 3.85 (+0.10)
- Safety (Bullying): 3.92 (+/-0)
- Facilities (Clean and well-maintained): 3.48 (+0.09)

(PARENT RESPONSES)

- Student Climate Overall: 4.38 (+0.08)
- Adult Climate Overall: 4.38 (+0.07)
- Opportunities for Parent Involvement: 4.16 (+0.11)

(STAFF RESPONSES)

- Student Climate Overall: 4.23 (+0.1)
- School Staff Climate Overall: 4.17 (+0.09)

Summary for Conditions and Climate:
Data from the Annual Strategic Plan survey shows that students report feeling safe at school and that their campuses are clean and well-maintained, parents have a positive view of school climate and opportunities for parent involvement (the latter being an improvement from previous year), and staff have a positive perception of both staff and student climate.

For the next section, the following abbreviations apply:

- All: All students
- EL: English Learner
- FOS: Foster Youth HOM:
- Homeless Youth

- SED: Socioeconomically Disadvantaged
- SWD: Students with Disabilities
- AA: Black/African American
- AI: American Indian/Alaska Native
- AS: Asian
- HI: Hispanic
- MR: Multiple Races

SCHOOLS WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE LEVEL (RED) ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD, AND QUALIFIED FOR TECHNICAL ASSISTANCE:

Note: schools are not added to or deleted from this list, regardless of yearly progress. Schools were placed into ATSI status in based on the 2023 Dashboard and will remain until the 2026 Dashboard when a new cycle begins.

ATSI Schools (student groups in red):
- Barker Elementary - SWD for chronic absenteeism
- Carillo Elementary - SWD for ELA and math; EL, SED for chronic absenteeism; SWD for suspension rate
- Crosby Elementary - All, EL, SED, SWD, HI for suspension rate
- Heritage Elementary - SWD for chronic absenteeism
- Rosita Elementary - All, EL, SED, SWD, HI for chronic absenteeism
- Simmons Elementary - EL, SED for chronic absenteeism; All, SED, SWD, HI for suspension rate
- Zeyen Elementary: All, SED, SWD for chronic absenteeism
- Alamitos Intermediate- SWD for ELA and Math; All, EL, SWD, HI for chronic absenteeism; All, EL, SED, HI for suspension
- Jordan Intermediate- SWD for ELA and Math; EL, SWD, HI for chronic absenteeism; EL, SWD, HI for suspension rate
- Ralston Intermediate- SWD in ELA; EL, SWD, HI for math; EL for chronic absenteeism; SWD for suspension rate
- Rancho Alamitos High School- EL, SWD for ELA; EL, SWD, HI for math; SWD for chronic absenteeism; EL for suspension rate

CSI Schools (school groups in red):
- Hare Continuation High School(Equity Multiplier)- All, EL, SED, HI for ELA and math; All for English Learner Progress, All, EL, SED, HI for College and Career

SCHOOLS WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE LEVEL (RED) ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD (Not in Technical Assistance):

ELEMENTARY SCHOOLS:
- Anthony Elementary: SWD chronic absenteeism
- Brookhurst Elementary: All, EL, SED, SWD, HI for suspension rate
- Bryant Elementary: SWD for math; EL, AS for chronic absenteeism
- Eisenhower Elementary: SWD for math; All, EL, SED, HI for chronic absenteeism

- Enders Elementary: EL for chronic absenteeism
- Evans Elementary: SWD for ELA; SWD, AS for chronic absenteeism
- Excelsior Elementary: EL, AS for chronic absenteeism
- Garden Park Elementary: SWD, HI for chronic absenteeism
- Gilbert Elementary: All, EL, SED, SWD, AS, Hi for chronic absenteeism
- Hazard Elementary: EL for chronic absenteeism
- Hill Elementary: EL, HI for chronic absenteeism; All, SED, SWD, HI for suspension rate
- Lawrence Elementary: All, EL, SED, SWD, AS for chronic absenteeism
- Murdy Elementary: All, EL, SED, SWD, AS, HI for chronic absenteeism
- Newhope Elementary: EL SWD for math; SWD for chronic absenteeism
- Northcutt Elementary: SWD for ELA and math; AS for chronic absenteeism
- Parkview Elementary: EL, SWD, HI for chronic absenteeism
- Patton Elementary: SWD, HI for chronic absenteeism
- Post Elementary: SWD, HI for chronic absenteeism
- Peters Elementary: SWD for chronic absenteeism
- Riverdale Elementary: EL, Suspension Rate SWD for ELA and math
- Russell Elementary: EL for ELA
- Stanley Elementary: EL for chronic absenteeism
- Sunnyside Elementary: All, EL, SED, SWD, AS for chronic absenteeism
- Violette Elementary: All, EL, SED for chronic absenteeism
- Wakeham Elementary: AS for chronic absenteeism
- Warren Elementary: SWD for ELA; All for English Learner Progress; All, EL, SED, SWD, AS, HI for chronic absenteeism

INTERMEDIATE SCHOOLS:

- Bell Intermediate: SWD for math; SWD for chronic absenteeism
- Doig Intermediate: SWD for ELA; EL, SWD for suspension rate
- Fitz Intermediate: EL, SWD for ELA and math
- Irvine Intermediate: EL, SWD, HI for chronic absenteeism; All, EL, SED, SWD, HI for suspension rate
- Lake Intermediate: SWD for ELA; HI for chronic absenteeism
- Walton Intermediate: SWD for ELA; All, EL, SED, HI for chronic absenteeism

HIGH SCHOOLS:

- Bolsa Grande High School: EL for ELA; EL, SWD, HI for math; SWD for suspension rate
- Garden Grove High School: EL SWD for ELA; SWD for college and career readiness
- Los Amigos High School: EL for ELA; EL, SWD for math; EL, HOM, SWD for suspension rate
- Pacifica High School: SWD for graduation rate; EL, SWD, HI for suspension rate
- Santiago High School: EL for ELA and math; SWD for college and career readiness

STUDENT GROUPS WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE LEVEL (RED) ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD:

- English Learners (Chronic Absenteeism)

- Foster Youth (Suspension Rate)
- Students with Disabilities (Academic Progress in English Language Arts)
- American Indian or Alaska Native (Suspension Rate)
- Two or More Races (Chronic Absenteeism)

ACTION STEPS IN THE LCAP THAT ADDRESS LOW PERFORMANCE AREAS ON STATE INDICATORS:
**For action steps specific to individual school sites and/or subgroups, see Appendix A at the end of the LCAP.

- Academic Performance/ELA and Math: Action 1A(3) Extended Learning Programs and Special Programs
- English Learner Progress: Action 1B(1) ELD Program and Professional Development
- Chronic Absenteeism: Action 2A(2) Attendance
- Suspension Rate: Actions 2C(1) Welcoming Climate and 2C(6) Climate and Culture Training for All Staff
- College and Career Readiness: 3A(2) Mentoring , School Programs, and A-G Awareness; 3B(2) College and Career Pathways and Options

LEARNING RECOVERY AND EMERGENCY BLOCK GRANT (LREBG)

LREBG funded actions may be found in Goal 2 Action Step B(2)

Pursuant to EC Section 32526 (d)(1), a comprehensive needs assessment has been completed by GGUSD staff, focusing specifically on the areas of English Language Arts, Mathematics, and chronic absenteeism. Data from the 2025 CA Dashboard, 2024-25 DataQuest website, and the 2025 District Strategic Plan Survey, along with input from Educational Partner groups was used to identify pupils and pupil groups who have experienced the greatest learning loss or low academic performance, as well as those who have experienced the highest levels of absenteeism. Factors considered were current indicator level and progress.

Data showed that for “all district” and most subgroups that were in the low or very low indicator level for ELA or math either increased or significantly increased, therefore were considered to be making progress with regards to actions and services being provided.

For chronic absenteeism (Metric 2.5), Dashboard data for K-8 shows that most subgroups, though low or very low, showed improvement by declining or significantly declining, and DataQuest data for 9-12 shows that all but two subgroups have declined (English Learners and Socioeconomically Disadvantaged students both slightly increased by 0.3). Additionally, local data from the District’s Annual Strategic Plan Survey (Grades 3–12) was considered, measuring student sense of belonging and school connectedness (Metric 2.11) and wellbeing (Metric 2.12). Although the composite score increased from 3.71 in 2023 to 3.84 in 2025, this rating on a 0–5 scale remains lower than other measures within the survey. Furthermore, feedback from educational partners indicates an ongoing need to strengthen students’ sense of belonging at the school site.

Based on this needs assessment, Goal 2, Action B(2), Programs and Personnel to Promote Well-Being, addresses the need for emotional well-being support in order to improve attendance. As allowable under EC Section 32526(c)(2)(C), actions and services will focus on the underlying emotional and psychological barriers that lead to chronic absenteeism. By providing evidence-based pupil supports such as direct student counseling, crisis intervention, socioemotional learning experiences, and family support, Mental Health Specialists can resolve issues

like anxiety, depression, and school avoidance, as well as using the CASEL framework to teach students the five core competencies, creating a more supportive and secure environment that encourages students to attend school regularly and consistently.

2026-27 Total Planned Expenditures Table
Federal Funds exceed total Federal Revenue due to carryover and contributions from the unrestricted general fund to Federal programs that don't appear as revenue.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Groups: • All students, parents, staff (via the annual strategic plan survey) • District English Learner Advisory Committee (DELAC) • Parent Advisory Committee (PAC) • Ca. School Employees Association (classified staff) • GGEA Teachers Association • GGUSD Pupil Personnel Services • GGUSD School Administrators • Board Representative Council (BRC) - Student Representatives • Special Educational Local Plan Area Administrator (SELPA)	The Garden Grove Unified School District (GGUSD) has coordinated a comprehensive process of educational partner engagement around the development of the district's Local Control and Accountability Plan (LCAP). As specified in Education Code (EC) section 52062, GGUSD has involved parents (DELAC and PAC), students (pupils), and local bargaining units consisting of the Garden Grove Educators' Association (GGEA), the California School Employees Association (CSEA), the Garden Grove Pupil Personnel Services Association (GGPPSA), and the Garden Grove School Administrators Association (GGSAA). In addition to gathering input using the annual Strategic Plan survey, the superintendent along with representatives from K-12 Educational Services organized and delivered a series of presentations to each of the groups listed above to collect input. Each meeting emphasized the need, and genuine desire, for all educational partners to be engaged in the LCAP process. Data relevant to the district goals were shared and time was provided for group discussions, which was focused on generating educational partners' ideas related to what they viewed as keys to student success and challenges that needed to be addressed. Specific details about each group consulted are included in the rows below.

Educational Partner(s)	Process for Engagement
	Additionally, GGUSD serves as its own Special Education Local Plan Area (SELPA). The Assistant Superintendent of Special Education and Student Services serves as the SELPA administrator and participates in the educational partners engagement process throughout the year.
Parent Groups: • DELAC • Parent Advisory Group • All parents and guardians (Survey)	District Staff in the Office of K-12 Educational Services hosted parent planning and input sessions with the District English Learner Advisory Committee (DELAC) on Oct. 9, 2025, and the Parent Advisory Committee (PAC) on Nov. 20, 2025. Attendees were provided the most recent performance data and were asked to discuss where progress was being made toward meeting district goals and where there were still areas needing improvement, specifically addressing action steps within each subgoal. In addition, data from the annual Strategic Plan Survey that was administered to all parents in April 2025 was used when evaluating progress toward meeting goals. A total of 14,298 parents responded to the survey. Parent representatives from each of the above groups met again on the following dates: District English Language Advisory Committee (DELAC) on Feb. 5, 2026 and Parent Advisory Committee (PAC) on April 9, 2026 to review the input of all educational partner groups and to collect feedback and any additional input on the draft annual update. In each of these meetings, attendees were asked to review the input received from all educational partners and how that input was reflected in the action steps and proposed expenditures. Parent representatives included parents of students who qualify for free and reduced lunch (National School Lunch Program), English learners, and students with disabilities, and input from the foster youth liaison has also been solicited to ensure that foster youth needs have been considered.
Bargaining Groups: • Ca. School Employees Assoc. • GGEA Teachers Association	On Oct. 13, 2025 District Leadership hosted an LCAP budget presentation meeting for representatives of all local bargaining units: Garden Grove Educators' Association (GGEA) consisting of

Educational Partner(s)	Process for Engagement
• GGUSD Pupil Personnel Services • GGUSD School Administrators • All staff members (Survey)	certificated teachers and nurses, California School Employees Association (CSEA) representing classified employees, Garden Grove Pupil Personnel Services Association (GGPPSA) including our counselors, and Garden Grove School Administrators Association (GGSAA), which include principals and all administrators. At this meeting, the Assistant Superintendent of Business Services along with the Director of Business Services presented a state budget overview, a multi-year projection, and current and proposed expenditures as related to our LCAP goals. Subsequent to the budget presentation, District Staff in the Office of K-12 Educational Services held a meeting with all bargaining units on Nov. 13, 2025. Attendees were asked to participate in a series of discussions to identify areas of success and areas needing consideration for improvement. Bargaining group members used student achievement data to consider whether or not progress was being made toward meeting each of the District's three goals, and provided recommendations for areas that could improve. All members of the district's bargaining groups were asked to complete the Annual Strategic Plan Survey. 2,485 members responded, and the information from their responses was included in the development of the 2026-27 LCAP Annual Update. The Superintendent and representatives from the Office of K-12 Educational Services met again with the bargaining groups on Mar. 5, 2026 to discuss feedback received from all partner groups and how that feedback has impacted and been incorporated into the LCAP Annual Update.
Student Group: • Students on the Board Representative Council (BRC) • All students in grades 3-12 (Survey)	On Nov. 18, 2025 district administration and staff met with students from the Board Representatives Council (BRC) to present outcome data for all three District goals and to collect feedback on progress toward those goals. Students were asked to discuss and collaborate on actions and services in which they felt were beneficial to student success and those that did not appear to be. Input was collected from discussion groups as well as from individual school representatives,

Educational Partner(s)	Process for Engagement
	and students were encouraged to return to their school sites to collect and submit further input from their peers. In addition, the annual Strategic Plan Survey was administered to all students in grades three through twelve in April 2025 with 25,726 students responding. Responses on this survey have been included in the development of the 2026-2027 LCAP Annual Update. Student representatives met again on April 14, 2026 to review the draft LCAP, particularly the input received from all educational partner groups, and how that input influenced the LCAP. Students were asked once again to comment on actions and services that they feel will be beneficial to their success and areas where there could be improvement or perhaps were missed altogether.
Hare Continuation High School (Equity Multiplier): • School Site Council (SSC) - Parents, Students, Staff • English Language Advisory Committee (ELAC)	As part of the Equity Multiplier requirement for LCAP development, the following educational partner groups were consulted at the following meetings: SSC • Dates: 10/22/25, 11/19/25, 2/18/26, 4/29/26 • The SSC met to review outcome data and action step implementation to determine progress toward goals and effectiveness of actions. Specific areas discussed were the improvement made in English Language Arts, math and college and career readiness (from red to orange) and English Learner Progress (from red to yellow). ELAC • Dates: 10/22/25, 11/19/25, 2/18/26, 4/29/26 • ELAC met to discuss progress of English Learners and Long-Term English Learners, as well as to review the EL Needs Assessment results.

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

Student performance data, feedback received from the annual strategic plan survey, and input from all educational partner groups has been analyzed with respect to progress toward meeting district goals as measured by chosen metrics, Discussions have taken place to determine areas of success and areas still needing improvement as well as actions and services to continue, add or modify. The following areas of focus are described in detail in the next section along with where they can be found in the LCAP actions: 1) After school and summer expanded learning, 2) Scholarly habits, 3) School connectedness and belonging, and 4) College and career exploration and readiness.

AREA OF FOCUS 1: AFTER SCHOOL AND SUMMER EXPANDED LEARNING
Below are the action steps related to the feedback from students, parents, and staff that highlight After School and Summer Expanded Learning as an area for continued implementation and refinement.

GOAL 1: ACADEMIC SKILLS
Focus Area: Expanded Learning Opportunities
Action Step 1A(3) – Extended Learning Programs and Special Programs – Page 39
Action Step 1B(3) – Extended Learning Opportunities and Special Programs to Support English Learners – Page 47
Action Step 2A(3) - Credit Recovery – Page 58

1. Student Input to support continuation or addition of actions

(Annual Survey):
- Students are provided opportunities to receive tutoring or intervention support when needed" (2025: 4.18) (+0.04)
- Adults at my school go out of their way to help students (2025: 4.08) (+0.06)

(In-person meeting; sample responses)
2023-2024
- At least at my school I've recognized the increased opportunities for students to enhance their learning and an increase in students' willingness to participate.
- Something we do well is provide support to students who need or want academic help, however many students may not be aware of this available support, so something we could improve on is getting the message across to all students that academic support is accessible.
- The expansion of before and after school academic support has proven to be very beneficial based on what I have observed on my campus. The individual time to consult a tutor or teacher is reassuring when students have few opportunities to do so in class.

2024-2025
- ELOs have also been very helpful as they have been implemented in the last few years as a way for students to get extra help when needed
- I believe that there should be support towards the Elementary and Intermediate Schools because they are still developing their skills and it can be particularly difficult for that transition in schooling levels

2025-2026
- Some positive supports are tutoring online availability.
- After school ELO's are extremely helpful and provide a safe space for people to be comfortable speaking openly.

- Some additional support would be more tutors available for more subjects.

2. Parent input to support continuation or addition of actions

(Annual Survey):
- If my child struggles academically, the school will provide extra help (2025: 4.30) (+0.08)
- The school has staff who go out of their way to help my child when they need it (2025:4.33) (+0.08)

(In-person meeting; sample responses)

2023-2024:
- This year at our school there is after school program for one hour only two days a week, my child would like it to be provided every day.
- Before and after school is a great idea and effort of the GGUSD. However, we should make those students registered/enrolled into those classes, not leaving it to them to take that by choice.
- I love that you provide help at schools, after school programs, before school. Tutoring for our students.
- You are excellent in tutoring for students by teacher referral, but there should be more tutoring and an increase in the number of students not referred.

2024-2025
- I will suggest to have bilingual tutors at least one day per week
- More after school tutoring for students who don’t speak English very well
- ELD students should have an assigned tutor for additional support, so they meet their reclassification goal.

2025-2026
- The school helps my daughters by having after school programs and they help them in those subjects.
- The school district helps a lot by giving all the necessary tools for parents to help our children.
- The district should provide longer library hours so that students can use the library for homework or computer use.

3. Staff input to support continuation or addition of actions

(Annual Survey):
- Staff focus on academic success for all students (2025: 4.52) (+0.04)
- This school is a supportive and inviting place for students to learn (2025: 4.53) (+0.04)

(In-person meeting; sample responses)

2023-2024
- Successes: increasing summer program opportunities; ELO opportunities for both academic and SEL; ELO intervention before and after school
- Expand summer programs to more sites

2024-2025

- Improve before and after school opportunities by looking at data to drive options and opportunities, interest driven, staffing is a challenge at small school sites
- Continue to better identify foster and homeless students-more accurate methods to identify student needs

2025-2026

- Summer PD ("Super Week"), Grade-Level and Department Chair trainings help to keep instruction new and fresh
- Professional development for and support of instructional aides with before and after school expanded learning has been beneficial
- Before and after school tutoring and homework help are positive supports for student academics

Summary – After School and Summer Expanded Learning:

Students, parents, and staff shared positive feedback regarding after school and summer expanded learning opportunities, highlighting the increased number of programs and staff available. All Educational Partner groups recognized the improvement in ELA, Math, and EL Proficiency, attributing the improvement to students having more access to academic support outside the school day. Students recommended more advertising for the ELO programs, suggesting that not all students may be aware of the tutoring opportunities available. In addition, all metrics measured on the strategic plan survey regarding support for academics, from all Educational Partner groups, improved.

AREA OF FOCUS 2: SCHOLARLY HABITS AND SELF-REGULATION
Below are the action steps related to the feedback from students, parents, and staff that highlight Scholarly Habits and Self-Regulation as an area requiring further improvement.

GOAL 1: ACADEMIC SKILLS
Focus Area: Scholarly Habits and Self-Regulation
Action 1C(1) – Self-Regulatory Skills – Page 52
Action 2A(1) – Practices that Build Motivation – Page 57

Student input to support continuation or addition of actions

(Annual Survey):

- I get work done right away instead of waiting until the last minute (2025: 3.54) (+0.07)
- I pay attention in class even when there are distractions (2025: 3.68) (+0.06)
- I ask questions in class when I don't understand (2025: 3.59) (+0.05)
- I know how to study so I do well on tests (2025: 3.60) (+0.08)

(In-person meeting; sample responses):

2023-2024

- One area of improvement would be targeting individual motivation and willpower to succeed in school. It is a prominent trait of younger high school students to procrastinate and under prioritize their studies.

- One thing we need to improve is having those opportunities of additional support to students to become more prepared in school.

2024-2025

- We are doing well at introducing AVID at a young age which helps students gain skills that will guide them in their future.
- As incredible as it is that students are able to reap the benefits of AVID through study skills and academic preparation, I am a person who has never been in AVID and I believe that these skills should be taught to all.

2025-2026

- It has been helpful that many teachers have been implementing avid strategies to regular non avid classes.
- Using avid teaching strategies on normal classes has proved to provide a better test score; outcomes are seen in my test scores
- Now with AI, students should be taught how to use it as a tool for learning and or producing, not as a quick way to just "get something done", or worse, to cheat

Parent input to support continuation or addition of actions

(Annual Survey):

- My child knows how to study for tests (2025: 3.89) (+0.12)
- My child finishes homework even when there are things they would rather be doing (2025: 4.32) (+0.11)
- My child gets work done right away instead of waiting until the last minute (2025: 4.06) (+0.12)

(In-person meeting; sample responses):

2023-2024

- Would like for district to have parent workshops to help students at home how to study for tests.
- Implement a bit more of the scholarly habits towards students and at the same time the ability for every child to receive the right support when they have a different learning ability.
- The district is doing a good job with the schools since they are helping students to feel confident, even to have motivation and be able to develop skills.
- Teachers should help students better understand which lessons to study for the test.
- It would be nice if information was provided to parents about the test format and how to study for the tests.

2024-2025

- More preparation for students to be organized, like AVID
- Students need to be more independent in doing their homework and schoolwork
- Have AVID to help students learn how to study, AVID helps students keep their folders organized
- We should improve having quizzes before the test, prepare students before tests, having study guides, they need to know how to study

2025-2026

- Something that helps students are the new activities where they motivate them to be better students
- It would help parents if the school would create a streamlined list of things that students need at home in order to be successful
- It would really help us parents to have meetings like this one so they can teach us how to help our children

Staff input to support continuation or addition of actions

(Annual Survey):

- Most students come to class prepared (2025: 3.86) (+ 0.10)
- Students at this school know how to study for tests (2025: 3.30) (+0.06)
- Most students at this school pay attention, even when there are distractions (2025: 3.63) (+0.07)
- Students ask questions when they don't understand (2025: 3.60) (+0.07)

(In-person meeting; sample responses):

2023-2024

- Success: lessons to support scholarly habits
- Area for improvement: AVID strategies for the entire school, not just AVID classes
- Area for improvement: how to improve study skills (what does it look like K-6, 7-8, 9-12?) Need alignment

2024-2025

- AVID and AVID-strategies varies by school site

2025-2026

- The Freshman Success Program (BTSC) has been helpful for incoming 9th graders
- Continue to teach and support scholarly habits – greater emphasis on this alongside content
- AVID has helped with providing a structure to scholarly habits, even for students not in the AVID class

Summary – Scholarly Habits and Self-Regulation:

All three Educational Partner Groups acknowledge the value of scholarly habits,and recognize that many students need assistance with learning and maintaining these skills. Parents reported that they would like to be able to assist their children with utilizing scholarly habits, and to this end, asked for more parent education. Teachers appreciated having identified strategies that they could teach students (e.g. AVID) and also appreciate having professional development to support their own learning. Additionally, all metrics for scholarly habits on the Strategic Plan survey, from all Educational partner groups, showed improvement.

AREA OF FOCUS 3: SCHOOL CONNECTEDNESS AND BELONGING
Below are the action steps related to the feedback from students, parents, and staff that highlight School Connectedness and Belonging as an area requiring further improvement.

GOAL 2: PERSONAL SKILLS
Focus Area: School Connectedness and Belonging
Action 2A(2) – Attendance – Page 57
Action 2B(3) – School Connectedness – Page 62
Action 2C(1) – Welcoming Climate – Page 68

Student input to support continuation or addition of actions (Annual Survey):

- I am happy to be at my school (2025: 3.69) (+0.05)
- I feel like I am part of this school (2025: 3.73) (+0.06)

- I have opportunities to participate in sports, clubs, programs, electives, or activities at this school that I enjoy (2025: 4.11) (+0.06)
- At my school there is at least one adult who cares about me (2025: 3.90) (+0.04)

(In-person meeting; sample responses):

2023-2024
- I think personally improving personal skills starts with the establishment of a positive school culture and a more joyous atmosphere on campus.
- I think at my school the implementation of more greenery and nature would uplift students. More color adds a bright atmosphere and eventually impacts the students positively.
- An improvement could be adding more greenery, murals, or even colors in general to the campus to create a positive environment.

2024-2025
- Athletics are very open and bring community
- Students are celebrated with different cultural weeks and student led events.
- I believe we should add more of the elective courses and how they support students such as choir, ASB, culinary.

2025-2026
- At my school, sports and the Aspire program are helpful to students
- It would be helpful to make students more aware of the clubs that are available
- We have a wellness center that is used a lot by students who need support, it is open every Wednesday with welcoming staff.

Parent input to support continuation or addition of actions

(Annual Survey):
- My child is happy to be at this school (2025: 4.46) (+0.07)
- This school offers opportunities for students to participate in [extra-curricular] activities (2025: 4.45) (+0.06)
- This school is a supportive and inviting place for students to learn (2025: 4.45) (+0.06)

(In-person meeting; sample responses):

2023-2024
- I really like that in my kid’s school there is extra activities like choir, AVID, etc. and that motivates the students to do better in the classroom.
- I think that to keep the motivation going, there should be more extracurricular activities.
- Improve with music, sports, art, and activities for the kids to be motivated and go to school.
- More funding for extra activity, that motivates students to do better.
- I like that the schools have a lot of clubs, that way the students can have the opportunity to have a good time
- More opportunities to be part of the different social groups of the school.
- Sports, music, art, and clubs are very good. They help our children stay busy and not think negative things.

2024-2025
- More sports events at school to connect kids together

- Keep children motivated using extracurricular activities
- I think about motivation, well-being and cultural will be adding extra programs such dance, art, cooking, and others

2025-2026

- Students can be dropped off in the morning before class. I think this helps because they can play with their friends, have some breakfast and they start classes happy.
- Programs that are helping students feel more connected include music classes and choir.
- At my child's school they have a lot of events to keep the students active and motivated and to have them in a safe environment and maintain the culture.
- Can we have clubs for sports, students who do not qualify for or want to be in a competitive sport would still benefit from participating in a sports program.

Staff input to support continuation or addition of actions

(Annual Survey):

- Students are happy to be at this school (2025: 4.31) (+0.10)
- Students have at least one adult at the school who really cares about them (2025: 4.55) (+0.05)
- This school is a supportive and inviting place for students to learn (2025: 4.53) (+0.04)

(In-person meeting; sample responses):

2023-2024

- Need to do the research, we believe offering enrichment type activities and electives encourages attendance
- Increase access to VAPA activities at the intermediate level
- CTE, more hands-on
- Need more hands-on programs
- Advertise out CTE pathways more

2024-2025

- Field trips to learn about different fields or career days with wide range of speakers to get students motivated
- There should be additional opportunities for clubs

2025-2026

- Clubs and after school activities are helpful, but there could be more support with helping the clubs to cultivate a sense of belonging
- ASPIRE counselors and wellness rooms provide safe people and places for students – maybe more lunchtime activities
- VAPA and electives allow students to choose classes they feel more interested in and connected to

Summary- School Connectedness and Belonging:

Students, parents, and staff continue to see the positive impact that extra-curricular activities, electives classes, and wellness programs can have on student motivation and sense of belonging, leading to increased academic engagement. The increase in student responses in the Socio-emotional section of the Strategic Plan survey indicate that actions and services in this area are making a positive difference.

AREA OF FOCUS 4: COLLEGE AND CAREER EXPLORATION AND READINESS
Below are the action steps related to the feedback from students, parents, and staff that highlight College and Career Exploration and Readiness as an area requiring further improvement.

COLLEGE AND CAREER EXPLORATION AND READINESS
Action 3A(1) – College/Career Programs and Events – Page 77
Action 3A(2) – Mentoring, School Programs, and A-G Awareness – Page 77
Action 3A(3) – College Entrance and Readiness – Page 77
Action 3B(2) – College/Career Pathways and Options – Page 82

Student input to support continuation or addition of actions

(Annual Survey):
- Adults at this school encourage me to work hard so I can be successful in college or at the job I choose (2025: 4.18) (+0.04)

(In-person meeting; sample responses):
2023-2024
- I think something you could improve is focusing more on helping students prepare themselves for college and which college to go to, but I also think you guys are doing good on helping seniors when it gets closer to graduating helping them discover what their next step is after high school.
- I think our district and schools offer a spectrum of courses that allow us to explore our career interests, however I would like to see career planning broaden.
- I think post-secondary education is emphasized, but as a district we should stretch our teaching about potential career paths.

2024-2025
- Although there was a college mentorship program during elementary, it could be implemented in more elementary schools.
- AVID has been a big help in learning about college and college prep, but maybe there could be a way to implement this for non-AVID students.

2025-2026
- Some positive supports my school provides are clubs and programs to gain knowledge of a certain career they're interested in.
- It would be helpful to have more career-based electives & exposure to different classes
- Having college boost, college fairs, and mentoring is helpful for students at my school

Parent input to support continuation or addition of actions (Annual Survey):
- My child's school (or the district) promotes practical opportunities for parents and students to learn about college and/or career options (2025: 4.33) (+0.10)

(In-person meeting; sample responses)

2023-2024

- Our district does a great job of preparing our students so they can be ready for their college education.
- I want my children to go through the process of learning more about jobs. In the end, it is important to have a job that you like.
- There needs to be more resources for college and higher education.
- I think it would be helpful if my children could learn about the career preparation process of seniors and their lives after high school.
- I like how you prepare students to go to college or university.
- I think there is still missing some type of assistance to students before they take off to college so they know what career to choose.
- I think if you have a program to introduce and talk about careers to them so they have ideas about new careers
- Teach them that if they can't go to college/university they can also have the option of a technical career.

2024-2025

- Each school has different CTE classes, so it would be nice to know in advance which classes will be held at which school during summer.
- Begin talking to students about careers in elementary, including trade careers
- I'm looking forward to the new trade programs like at Rancho Alamitos

2025-2026

- My son is in 6th grade and I was excited to know that they are already motivating them with everything having to do with college at a young age.
- Summer programs for students who are doing well in school, not just who need help, so students can get ahead in colleges.

Staff input to support continuation or addition of actions

(Annual Survey):

- Staff encourage students to work hard so they can be successful in college or their career (2025: 4.52) (+0.04)

(In-person meeting; sample responses):

2023-2024

- Success: More CTE pathways
- Success: Dual enrollment classes and ECA program
- Improvement: More information to create awareness of CTE pathways
- Improvement: If college is not a student's desire, how do we get those students career ready?

2024-2025

- More ways to explore career pathways in areas not included in CTE.
- Expand on career exploration opportunities…field trips to learn about different fields or career days with wide range of speakers
- Continue to provide more ways for younger students to learn about college and career readiness.

2025-2026

- College and Career Guidance Initiative (CCGI) has been helpful in providing a framework for counselors and students to explore careers and college options
- College Boost Mentors being available after school allows students time to research and have guidance with possible career paths
- Skilled-Trades CTE Pathways, such as at Rancho Alamitos High School provides students with technical options for a career

Summary – College and Career Exploration and Readiness:

Students, parents, and staff all agree that the College and Career Mentoring programs (6th grade CCMP and 9-12 College Boost) are beneficial for students and provide an accessible place for students to ask questions, get help with exploring post-secondary options, and completing college entrance paperwork, and all three educational partner groups feel that CTE pathways are an excellent opportunity for many of our students.

HARE HIGH SCHOOL EQUITY MULTIPLIER EDUCATIONAL PARTNER FEEDBACK
Feedback received from Educational Partners at Hare High School as part of the consultation and SPSA development process influenced how the budgeted resources were allocated. Feedback included the following:

2023-2024

- More support for students in the English and math classes, and if needed, provide training for teachers
- Metrics for Hare should be based on the CA Dashboard, broken out by specific subgroups to assist with monitoring progress
- Continue to offer and even expand on the CTE classes and pathways available to students

2024-2025

- The 2023 CA Dashboard data indicates improvements in suspension and graduation rates, moving from yellow and orange to green. However, Hare's educational partner feedback highlighted ongoing concerns around suspension rates, chronic absenteeism, and low college/career readiness. In response, the SSC proposed targeted actions including hiring additional staff, purchasing instructional materials to reduce classroom distractions, expanding academic opportunities through dual-enrollment, and addressing transportation barriers to improve student access and attendance, which currently stands at 82% with a truancy rate of 11.3%.

Hare will continue with the Equity Multiplier focused goal of English Language Arts and math as it had previously been agreed upon that classroom scaffolds and co-curricular interventions in English Language Arts would also support English Learners with making progress towards English proficiency and towards meeting the academic area of the College and Career Indicator. The school will continue to support improvement int he area of College and Career Readiness by building upon the work already begun with CTE.

2025-2026

- Targeted academic supports in ELA and Math, to include but are not limited to more formative assessments to monitor student progress to provide earlier interventions, practice assessments to help students know their areas of need, provide study guides to assist students with independent studying.
- Additional intervention opportunities through Expanded Learning classes (explore ELD APEX)
- Strategies and personnel to support small group instruction
- Classes or activities that will better motivate students to want to come to school, for example skilled trades CTE classes and homeroom personal connections

For details regarding Hare High Schools Equity Multiplier goal (Goal 4) see page 84 of this LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1A	ACADEMIC CONTENT • Students will demonstrate continued growth in all content areas, with an emphasis on critical thinking and problem-solving.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Analysis of the 2023 California School Dashboard (Dashboard) data indicated a clear need to continue supporting students as they make progress toward proficiency in ELA and math. Data to support this included:

On the 2023 CAASPP ELA assessment, 46.6% of all students in grades 3-8 and 11 met or exceeded standards, however only 35.3% of socioeconomically disadvantaged students, 19.43% of Foster Youth, and 10.87 of English Learners met or exceeded standards. In math, 34.6% of all students met or exceeded standards, but only 22.9% of socioeconomically disadvantaged students, 10.47% of foster youth, and 9.93% of English Learners met or exceeded standards.

The district continued this goal in the 2025-26 LCAP based on the 2024 CA Dashboard, as the data indicated that while students overall were performing above standard in ELA, there were areas for improvement among different student groups, including Foster Youth and Students with Disabilities. Additionally, educational partners shared that both the expansion of academic intervention programs before and after school were helpful, however there remained a need to further develop and strengthen those programs.

Data from the 2025 CA Dashboard for ELA and mathematics show that proficiency levels for “all students” and most subgroups are improving, indicating effectiveness of actions and services and the need to continue.

The district plans to improve ELA and math proficiency through actions and services that support students during and outside of the school day and will measure progress towards this goal using the metrics identified below.

- Note: The LCAP includes metrics and outcome data for measuring district wide and equity multiplier school site progress. Metrics and outcome data for individual school sites can be found in each school's School Plan for Student Achievement (SPSA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Standardized Assessment (CAASPP)* Proficiency Rate-District Overall Percent of Students met or exceeded standards ENGLISH LANGUAGE ARTS	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 58% EL: 23.4% FY: 44.7% SED: 53.5% SWD: 19.9%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 59.4% EL: 20.7% FY: 36.6% SED: 55.0% SWD: 20.4%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 60.2% EL: 20.2% FY: 34.1% SED: 55.4% SWD: 23.4%	Maintain or Improve by 1% From Previous Year	District Wide: +2.2 EL: -3.2 FY: -10.6 SED: +1.86 SWD: +3.3
1.2	State Standardized Assessment (CAASPP)* Proficiency Rate-District Overall Percent of Students met or exceeded standards MATHEMATICS	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 48% EL: 22.1% FY: 28.8% SED: 42.4% SWD: 16.7%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 49.1% EL: 19.7% FY: 20.0% SED: 44.3% SWD: 17.9%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 50.7% EL: 20.9% FY: 27.3% SED: 45.2% SWD: 19.5%	Maintain or Improve by 1% From Previous Year	District Wide: +2.7 EL: -1.2 FY: -1.5 SED: +2.8 SWD: +2.8
1.3	District Assessments (T3/Q3)* Proficiency Rate-District Overall Percent of Students met or exceeded standards ENGLISH LANGUAGE ARTS	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 56.79% EL: 30.89% (correct number: 26.79%)* FY: 37.21% SED: 53.74% SWD: 20.87%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 58.6% EL: 28.42% FY: 33.94% SED: 55.0%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 59.58% EL: 25.77% FY: 36.71% SED: 55.17%	Maintain or Improve by 1% From Previous Year	District Wide: +2.79 EL: -1.02 FY: -0.5 SED: +1.36 SWD: +3.08

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Data calculation error occurred in 2022-2023	SWD: 25.38	SWD: 23.95%		
1.4	District Assessments (T3/Q3)* Proficiency Rate-District Overall Percent of Students met or exceeded standards MATHEMATICS	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 60.83% EL: 49.09% (correct number: 44.26%)* FY: 45.24% SED: 57.91% SWD: 33.92% *Data calculation error occurred in 2022-2023	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 58.69% EL: 41.85% FY: 38.65% SED: 55.52% SWD: 34.01%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 59.71% EL: 40.29% FY: 36.50% SED: 55.85% SWD: 34.80%	Maintain or Improve by 1% From Previous Year	District Wide: -1.12 EL: -4.01 FY - 8.74 SED: -2.06 SWD: +0.88
1.5	Grade Point Average/Report Cards Average 9-12 Grade Point Average District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 2.95 EL: 2.57 FY: 2.57 SED: 2.93 SWD: 2.70	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 3.02 EL: 2.49 FY: 2.43 SED: 2.97 SWD: 2.72	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 3.00 EL: 2.47 FY: 2.56 SED: 2.95 SWD: 2.66	Maintain or Improve by 1% From Previous Year	District Wide: +0.05 EL: -0.10 FY: -0.01 SED: +0.02 SWD: -0.04
1.6	Grade Point Average/Report Cards High School Rate of D Grades District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 7.93% EL: 11.45% FY: 12.15% SED: 8.29% SWD: 11.95%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 7.0% EL: 13.1% FY: 11.6% SED: 7.5% SWD: 10.8%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 6.9% EL: 12.8% FY: 12.8% SED: 7.4% SWD: 11.6%	Maintain or Improve by 1% From Previous Year	District Wide: -1.03 EL: +1.35 FY: +0.65 SED: -0.89 SWD: -0.35

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Grade Point Average/Report Cards High School Rate of F Grades District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 5.56% EL: 10.91% FY: 9.99% SED: 5.68% SWD: 6.97%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 4.8% EL: 10.0% FY: 11.9% SED: 5.0% SWD: 6.8%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 5.0% EL: 11.0% FY: 10.2% SED: 5.3% SWD: 7.6%	Maintain or Improve by 1% From Previous Year	District Wide: -0.56 EL: +0.09 FY: +0.21 SED: -0.38 SWD: +0.63
1.8	Grade Point Average/Report Cards Average 7-8 Grade Point Average District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 2.95 EL: 2.53 FY: 2.45 SED: 2.92 SWD: 2.69	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 2.96 EL: 2.34 FY: 2.43 SED: 2.87 SWD: 2.67	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 2.98 EL: 2.64 FY: 2.72 SED: 2.92 SWD: 2.82	Maintain or Improve by 1% From Previous Year	District Wide: +0.03 EL: +0.11 FY: +0.27 SED: +/- 0 SWD: +0.13
1.9	Special Education Identification Rate* Overall Districtwide Rate (K-12 District Service) District Overall Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) 14%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 14%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 14%	Maintain or Improve by 1% From Previous Year	+/- 0
1.10	Appropriate Teacher Assignment and Credentialing Rate – District Overall Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) 85%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 84%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 88%	Maintain 100%	+3.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Access to Standards-Aligned Curriculum and Materials Maintain full compliance with expected timelines and targets related to standards implementation and materials. Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) 0 Findings	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 0 Findings	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 0 Findings	Maintain 0 findings or Improve From Previous Year	+/- 0
1.12	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) Student Overall Support for Academics	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 3.96 EL: 4.01 FY: 3.91 SED: 3.96 SWD: 3.95	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 4.04 EL: 4.01 FY: 4.02 SED: 4.03 SWD: 4.01	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 4.11 EL: 4.08 FY: 4.07 SED: 4.11 SWD: 4.03	Maintain or Improve Above 3.0	District Wide: +0.15 EL: +0.07 FY: +0.16 SED: +0.18 SWD: +0.08

Goal Analysis [2025-26]

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

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

Overall, Goals 1A(1) through 1A(9) were fully implemented to support improved English Language Arts (ELA) and mathematics proficiency and to expand equitable access to academic supports and learning opportunities for students. Throughout implementation, the district prioritized increasing instructional supports, strengthening staff capacity, and providing additional intervention and enrichment opportunities aligned to identified student needs and site feedback. Implementation successes included expanded professional development opportunities focused on instructional practices in ELA and mathematics, which supported teachers in strengthening standards based instruction and data driven practices. Consulting services were utilized to provide additional guidance and support for program implementation, instructional planning, and continuous improvement efforts. Expanded Learning Opportunity Program (ELOP) supports continued to provide students with

access to additional academic intervention, enrichment activities and extended learning time beyond the regular instructional day. In addition, Title I resources for students experiencing homelessness were implemented to help reduce barriers to learning by providing supplemental student support services. During implementation, the district also conducted ongoing reviews of expenditures, program effectiveness, student participation, and alignment to LCAP priorities. Through this review process, it became evident that revisions were needed to Actions 1A(4), 1A(5), and 1A(7) to better align resources and expenditures to the intended outcomes and identified student needs. Decreases in Actions 1A(4), 1A(5), and 1A(7) were primarily the result of implementation adjustments and actual expenditures coming in lower than originally projected. Specifically, contingency funds in Action 1A(4) were reallocated to other LCAP actions based on finalized implementation plans, while Actions 1A(5) and 1A(7) reflected lower-than-anticipated salary expenditures and reduced costs for student testing services. Challenges during implementation salaries evolved and estimates were actualized, the district worked to adjust resources and supports to maintain effective implementation while continuing to prioritize academic achievement. Despite these challenges, the district successfully maintained implementation of the actions and continued to refine supports in order to maximize student impact and improve outcomes in ELA and mathematics.

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.

1A(2) Increase mostly comes from increased professional development and consulting services

1A(3) Increase from including Expanded Learning Opportunity Program funds in the LCAP

1A(4) Decrease mainly due to contingency budget at the original budget. As plans were developed the budget was transferred out to other areas to spend according to plan and consequently other areas of the LCAP

1A(5) Decrease is mainly due to lower salary costs than initially projected

1A(6) (non-contributing) Decrease is due to overall less usage in salaries than initially anticipated

1A(7) Decrease in spending for student testing services

1A(8) Increase in spending for homeless student services in Title I

1A(9) Decrease is due to less spending in Services than was initially anticipated

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

District-wide academic performance showed overall improvement in both English Language Arts (ELA) and Mathematics based on CAASPP scores.

- ELA: CAASPP proficiency rates improved slightly, with three of four subgroups (Socioeconomically Disadvantaged, English Learners, Students with Disabilities) maintaining or improving scores. While the Foster Youth subgroup saw a minor CAASPP decline, district benchmark data for the same subgroup showed an improvement.

- Mathematics: District-wide improvement was observed on the CAASPP, with all subgroups improving, and the Foster Youth subgroup demonstrating the greatest increase at 7.3%. District math benchmark data showed mixed results, with overall student performance and two subgroups improving, while English Learners and Foster Youth showed slight declines.

The data strongly suggests that district-level actions and targeted services, specifically professional development at both the teacher and paraprofessional level, increased opportunities for students to access tutoring and remedial help, and content-related resources (e.g. science equipment, and math manipulatives) to support student hands-on experiences and engagement, are generating a positive overall impact on student achievement. The observed slight increase in ELA proficiency and the more significant, district-wide improvement across all subgroups in Mathematics CAASPP scores demonstrate effective strategy implementation.

This trend provides compelling evidence that the district's current focus and investment in academic support and services are successfully translating into tangible gains in student performance. Specifically:

- Positive Momentum: The increase in proficiency on the state assessment (CAASPP) across both subject areas indicates that core instructional practices and resource allocation are moving students in the right direction.

- Subgroup Success: The consistent maintenance or improvement across most of the historically underserved subgroups (Socioeconomically Disadvantaged, English Learners, Students with Disabilities) in ELA, coupled with the unanimous improvement of all subgroups in Math CAASPP, confirms that interventions are successfully addressing equity gaps and reaching the students most in need.

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

Based on the positive progress of all district and subgroups, there are no planned changes to this goal, the actions steps, metrics, or target outcomes.

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
1A(1)	IMPLEMENTATION OF CALIFORNIA STATE STANDARDS AND TEXTBOOK	Implement board-adopted textbooks and curriculum materials aligned to the CA State Standards, units of study and pacing guides aligned to the standards, and assess student achievement and progress using district benchmarks.	$2,972,485.00	No

Action #	Title	Description	Total Funds	Contributing
	CURICULUM MATERIALS			
1A(2)	PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT	Continue to maintain a strong program of professional development and support for staff, especially to provide increased/improved services for educationally disadvantaged students (students eligible for free or reduced lunch (NSLP/low income), English Learners, Foster Youth.	$15,466,940.00	Yes
1A(3)	EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS	Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs. Continue to offer intervention/tutoring programs and evidence-based programs for students performing below grade-level standards, principally directing outreach and services to students who are eligible for free or reduced priced meals (NSLP/low income), English Learners, and Foster Youth. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.	$34,189,599.00	Yes
1A(4)	RESOURCES TO SUPPORT ALL CONTENT AREAS	Maintain/Increase site-level instructional supply budgets and/or resources to support classroom needs in all content areas. Increased/Improved services to students will be principally directed to support targeted students (NSLP/low income eligible students, English Learners, and Foster Youth) and increase hands-on learning opportunities and real-world application of concepts taught in content areas.	$45,932,787.00	Yes
1A(5)	STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING	Provide instructional support personnel to address student needs in the classroom. LEA-wide instructional support staff services are principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth by allowing for smaller instructional groupings, one-on-one tutoring, and differentiated instruction. In addition, appropriate student supports for social-emotional, mental, behavioral, nutritional, and physical wellness will be provided.	$39,454,078.00	Yes

Action #	Title	Description	Total Funds	Contributing
1A(6)	STAFFING AND INSTRUCTIONAL SUPPORT: NON-CONTRIBUTING	Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees and monitor credentials and certificates to ensure hired staff is properly qualified and able to provide high-quality services for all students.	$256,440,713.00	No
1A(7)	ASSESSMENT AND DATA ANALYSIS	Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. Use multiple types of assessments to measure achievement and use data to inform instruction and use data to identify students with targeted instructional needs. LEA-wide assessment and data analysis services are principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth, by allowing for disaggregated data by subgroups in order to better assess student needs.	$641,399.00	Yes
1A(8)	FOSTER AND HOMELESS YOUTH SUPPORT	Provide supplementary services for foster and homeless youth. Maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth within the district. Allocate funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs.	$377,388.00	Yes
1A(9)	Specialized Academic Instructional Services and Access to Curriculum	Provide specialized academic instructional services at every school for students with disabilities and increase (or broaden) curriculum access for all students, ensuring they are well-prepared for lifelong success. This action step is principally directed for students with disabilities.	$91,508,938.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
1B	ACADEMIC ENGLISH • English Learners will demonstrate continued growth towards mastery of Academic English and being designated English language proficient.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Analysis of the 2023 California School Dashboard (Dashboard) data indicated a clear need to continue supporting students as they make progress toward English Language Proficiency. Data to support this includes:

On the 2023 ELPAC Summative assessment, 24% of English Leaners (ELs) were proficient and 19% of Long-Term English Learners (LTELs) were proficient. Also in 2023, 8.8% of English Learners reclassified to English proficient.

The district is continued this goal in the 2025-2026 LCAP based on the 2024 CA Dashboard, as the data indicated that overall Long-Term English Leaners were the furthest below standard (-85.2 points) in English Language Arts and have shown a decline in performance. Additionally, in Mathematics, Long-Term English Learners were 132.8 points below standard.

This goal will continue on the 2026-2027 LCAP because at the Elementary and Intermediate levels evidence is showing an improvement in English-Learner and Long-Term English Learner academic outcomes. At the elementary level, District quarter 3 and trimester 3 benchmark scores improved by 2% in both English Language Arts and Mathematics, and at the intermediate level the improvement was 5.5% in English Language Arts and 0.25% in Mathematics. In addition, English learners and all subgroups within English Learners (Long-Term, Foster Youth, socioeconomically disadvantaged, and students with disabilities) improved on the summative ELPAC assessment. These outcomes indicate that actions and services are having a positive impact.

The district plans to improve the English proficiency of English Learners through actions and services that support students during and outside of the school day and will measure progress towards this goal using the metrics identified below.

- Note: The LCAP includes metrics and outcome data for measuring district wide and equity multiplier school site progress. Metrics and outcome data for individual school sites can be found in each school's School Plan for Student Achievement (SPSA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	English Language Proficiency Assessment of California (Summative ELPAC)* (English Learners) ELPAC Criterion for English Learner Proficiency District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 23% EL: 23.00% FY: 20.83% SED: 23.62% SWD: 10.47%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 20.34% EL: 20.34% FY: 6.25% SED: 20.15% SWD: 10.25%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 21.54% EL: 21.54% FY: 10.34% SED: 21.27% SWD: 11.19%	Maintain or Improve by 1% From Previous Year	District Wide: -1.46 EL: -1.46 FY: -10.49 SED: -2.35 SWD: +0.72
1.14	English Language Proficiency Assessment of California (Summative ELPAC)* (Long-Term English Learners) ELPAC Criterion for English Learner Proficiency District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide LTEL: 25.72% EL: 22.96% FY: 20.00% SED: 25.60% SWD: 12.08%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide LTEL: 15.49% EL: 15.49% FY: 0% SED: 14.90% SWD: 7.58%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide LTEL: 17.88% EL: 17.88% FY: 20.00% SED: 17.32% SWD: 8.44%	Maintain or Improve by 1% From Previous Year	District Wide: -7.84 EL: -5.08 FY: +/-0 SED: -8.28 SWD: -3.64
1.15	English Learner Reclassification Rate* Percent of Students Re-designated to Fluent English (English Learners) Proficient (FEP) District Overall	District Wide: 8.80% EL: 8.80% FY:0.08% SED: 87.25% SWD: 5.58%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 13.8% EL: 13.8% FY: 2.12%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 11.29% EL: 11.29% FY: 0.38%	Maintain or Improve by 1% From Previous Year	District Wide: +2.49 EL: +2.49 FY: +0.30 SED: -0.85 SWD: +2.02

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 88.42% SWD: 5.48%	SED: 86.40% SWD: 7.60%		
1.16	English Learner Reclassification Rate* (Long-Term English Learners) Percent of Students Re-designated to Fluent English Proficient (FEP) District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) 1.9%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 7.88%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 10.49%	Maintain or Improve by 1% From Previous Year	+8.59
1.17	State Standardized Assessment (CAASPP)* (English Learner Sub-Group) Proficiency Rate-District Overall Percent of Students met or exceeded standards ENGLISH LANGUAGE ARTS	(All baseline data in this LCAP is from the 2022-2023 school year.) 24%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 21%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 20.2%	Maintain or Improve by 1% From Previous Year	-3.8
1.18	State Standardized Assessment (CAASPP)* (English Learner Sub-Group) Proficiency Rate-District Overall Percent of Students met or exceeded standards MATHEMATICS	(All baseline data in this LCAP is from the 2022-2023 school year.) 22%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 20%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 20.9%	Maintain or Improve by 1% From Previous Year	-1.1
1.19	District Assessments (T3/Q3)* (English Learner Sub-Group)	(All baseline data in this LCAP is from the 2022-2023 school year.) 26.79%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.)	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.)	Maintain or Improve by 1% From Previous Year	-1.02

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Proficiency Rate-District Overall Percent of Students met or exceeded standards ENGLISH LANGUAGE ARTS	24% was incorrectly reported for 24-25 LCAP	28.42%	25.77%		
1.20	District Assessments (T3/Q3)* (English Learner Sub-Group) Proficiency Rate-District Overall Percent of Students met or exceeded standards MATHEMATICS	(All baseline data in this LCAP is from the 2022-2023 school year.) 44.3% 43% was incorrectly reported for 24-25 LCAP	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 42%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 40.29%	Maintain or Improve by 1% From Previous Year	-4.01
1.21	Equity Multiplier Metric for Hare Continuation High School: (Subgroup: English Learners) English Language Proficiency Assessment of California (Summative ELPAC)* % Making Progress Towards English Language Proficiency	(All baseline data in this LCAP is from the 2022-2023 school year.) 33%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 29%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 40.8%	Improve by 1% From Previous Year	+7.8

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.

The overall implementation of the planned Actions 1B(1) - 1B(6) were fully implemented to address student's English language development. While there was less use of professional development resources and contracted services, resulting in decreased expenditures, implementation of these supports continued as needed to support instructional improvement. Additionally, dual language program staffing costs increased due to higher compensation for dual language teachers, reflecting continued investment in multilingual instruction. Overall, implementation aligned with the intent of the planned actions with no major barriers impacting the delivery of core instructional supports.

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

1B(1) Decrease is due to less usage of professional development in both salaries and services.

1B(2) Decrease due to less use of services than initially anticipated. Also, estimated actual expenditures are from federally funded sources as opposed to LCFF funded as was initially planned.

1B(3) Increase mainly due to increased compensation for dual language teachers.

1B(6) Decrease is mainly due to lower salary costs than initially budgeted for

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

The data shows significant districtwide gains for English Learners, with overall growth of 2.49, including increases among foster youth and students with disabilities. Notably, Long-Term English Learners (LTELs) demonstrated substantial improvement in reclassification, increasing from 1.9% to 10.49%, an overall gain of 8.59%. This reflects the effectiveness of targeted action steps in advancing progress toward district goals, as English Learners are demonstrating language proficiency across multiple measures, including ELPAC, district benchmarks, writing assessments, and guardian input.

Areas for continued growth include overall ELPAC proficiency rates. While Hare Elementary showed improvement from 33% to 40.8%, there was a slight districtwide decline of 1.46%, including decreases among LTELs. Similar trends were observed in CAASPP performance.

Overall, the data indicates that district actions are successfully strengthening both foundational language development and pathways to reclassification. The significant gains in reclassification among ELs and LTELs, suggest that core instructional programs and Designated ELD services are effectively accelerating language acquisition and supporting long-term student success.

For effectiveness of actions aligned to English Learner academic progress (ELA and mathematics), refer to the Goal 1A analysis on page 39.

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

Based on progress being made, there are no planned changes to the action steps, metrics, or intended outcomes.

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
1B(1)	ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT	Implement a research-based English language development program designed to meet the instructional needs of English Learners, and Long-Term English Learners, and provide ongoing professional development opportunities to support teachers with implementation of structured and explicit language instruction and strategies. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.	$1,123,654.00	Yes
1B(2)	SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress. Continue to support RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting RFEP students. This helps to support students that were English Learners that have reclassified.	$50,000.00	Yes
1B(3)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT ENGLISH LEARNERS	Provide students with opportunities for English language development programs and heritage language programs in afterschool or summer programs. Continue to promote and support biliteracy and the preservation of heritage language. Honor the rich linguistic and cultural assets of the District and communicate that mastery of two or more languages is an important skill enabling effective participation in a global, political, social, and economic context. Continue to offer the State Seal of Biliteracy to	$10,532,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
		graduating seniors to recognize students who are able to demonstrate proficiency in English and a language other than English. Extended Learning Opportunities provide targeted interventions based upon student needs. This includes targeted after school programs for English Learners. English Learners support can be measured using metric 1.12, 1.14,1.16, 1.17, 1.18, 1.19. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.		
1B(4)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS	Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs. Continue to offer intervention/tutoring programs and evidence-based programs for students performing below grade-level standards, principally directed to support Long Term English Learners. Additionally, through the EL Progress Monitoring process, school sites will provide targeted support opportunities for Long-Term English Learners to aid in the reclassification process, guided by milestone metrics throughout the school year.	$99,442.00	Yes
1B(5)	ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION	District and school staff will implement outreach activities to engage the parents/guardians of English learners in a home-school-community partnership. Address barriers to participation and provide opportunities for parent/guardian participation.	$5,771,741.00	Yes
1B(6)	ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL	Provide personnel and support services for English learners, including guidance to district and site staff around programs and practices, assessment, data and analysis, professional development and communication with parents and the community.	$4,361,224.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1C	SCHOLARLY HABITS • Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was initially developed in response to the needs identified through data analysis and input from educational partners. Analysis of data showed that on the 2023 GGUSD strategic plan survey, 82% of students identified that they agreed or strongly agreed with the statement “I can use different strategies to help me learn new things” and 54% agreed or strongly agreed to the statement “I know how to study so I do well on tests”. 54% of students agreed or strongly agreed to the statement “I ask questions in class when I don’t understand”.

One of the themes that arose from Educational Partner feedback, specifically from students, was that while there have been efforts to support students with learning and using scholarly habits, there is a need for more, and more focused attention on them, and in supporting students with self-regulatory skills necessary for academic and life-long success.

The district continued this goal in the 2025-26 LCAP based on findings from the 2024 Annual District Survey and feedback from our educational partners. The overall composite score for Scholarly Habits on the survey was 3.68 out of 5. In addition, educational partners across all groups emphasized the ongoing need to support students in developing scholarly habits.

This goal will remain on the 2026-27 LCAP as the overall composite score for Scholarly Habits has increased, suggesting that the actions and services included are showing a positive impact on student growth in this area.

Actions and services in this goal serve to build and reinforce scholarly habits and their effectiveness will be measured using the metrics below.

- Note: The LCAP includes metrics and outcome data for measuring district wide and equity multiplier school site progress. Metrics and outcome data for individual school sites can be found in each school's School Plan for Student Achievement (SPSA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Self-Management & Regulation	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.77	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.91	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.94	Maintain/Improve Above 3.0	+0.17
1.23	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Scholarly Habits	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.70	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.68	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.80	Maintain/Improve Above 3.0	+0.10
1.24	Work Habits Scale O=4, S=3, N=2, U=1 District Overall Source: Student Report Cards	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.03	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.23	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.20	Maintain/Improve Above 3.0	+0.17
1.25	Work Habits Scale O=4, S=3, N=2, U=1 Grades 7-8 Intermediate District Overall Source: Student Report Cards	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.04	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.18	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.17	Maintain/Improve Above 3.0	+0.13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	Work Habits Scale O=4, S=3, N=2, U=1 Grades 9-12 High School District Overall Source: Student Report Cards	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.02	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.18	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.05	Maintain/Improve Above 3.0	+0.03
1.27	Student Technology Needs (New Metric)	N/A - new metric for 25-26	(All Year 1 Outcome data in this LCAP is from the 2025 school year.) New Metric: Percentage of students who require district-provided technology to access curriculum. District Wide: 12% EL: 18% FY: 25% SED: 13% 24-25 Annual Survey Results (Students)	(All Year 2 Outcome data in this LCAP is from the 2026 school year.) District Wide: 9% EL: 14% FY: 18% SED: 10%	Maintain or Improve by -1% From Previous Year	Negative numbers demonstrate positive movement toward more students having access to technology at home. District Wide: -3% EL: -4% FY: -7% SED: -3%

Goal Analysis [2025-26]

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

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

Goal 1C planned Actions 1C(1) - 1C(3) were fully implemented to address students' self-regulation and independent learning skills. Expenditures increased primarily due to higher costs associated with AVID (Advancement Via Individual Determination) programs at school sites, demonstrating expanded implementation of college readiness supports. At the same time, spending on technology services was lower than originally budgeted, indicating reduced utilization in this area. Overall, implementation remained aligned with planned actions, with shifts in expenditures reflecting changes in program demand and service usage rather than significant changes to intended supports.

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

1C(1) This increase is mainly a result of more AVID (Advancement Via Individual Determination) program expense at our schools when compared to the original budget.

1C(2) Spent less on technology services than initially budgeted for.

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

The 2025 Strategic Plan data demonstrates continued improvement as seen in the positive student perceptions of their Self-Management & Regulation and in Scholarly Habits. The scores of 3.94 and 3.91 respectively, continues to indicate that students feel they possess good control over their behavior, emotions, and study habits. Additionally, work habits scores, as reported by teachers, also show improvement further highlighting the effectiveness of self-regulatory strategies being implemented in the classroom. It is reasonable to conclude from the data that actions and services in Action Steps 1C(1)-1C(3) have been effective.

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

Based on the positive growth in metrics measuring Goal 1C actions and services, there are no planned changes for this goal, metrics, actions, or target outcomes.

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
1C(1)	SELF-REGULATORY SKILLS	Continue to build self-regulatory skills in all students at all levels using AVID strategies and the GGUSD FAR model as a foundation. Support for this action step includes but is not limited to hiring college tutors and mentors, and professional development for teachers. (AVID strategies include, but are not limited to, goal setting, organization, time management, study groups, ways to ask for help, and effective ways to study; the GGUSD FAR model focuses on growth mindset, motivation, and self-regulation).	$17,013.00	No
1C(2)	TECHNOLOGY	This action step enhances technology support throughout the district, with an emphasis on sites with high concentrations of students who qualify for the NSLP/low incom, English Learners, Re-designated Fluent English Proficient Pupils, and foster youth. Provide and maintain classroom technology in the form of student and staff devices and software programs in order to increase opportunities for students to utilize technology in the core programs, both in-person and on-line. In addition, implement the key actions included within the District Technology Plan in order to build 21st century skills.	$16,859,017.00	Yes
1C(3)	LIBRARIES	This action step enhances access to libraries and literacy with an emphasis on sites with high concentrations of students who qualify for the NSLP/low income, English Learners, Re-designated Fluent English Proficient Pupils, and foster youth. Additionally, upgrade or maintain library services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff.	$2,300,564.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2A	MOTIVATION • Students will demonstrate continued growth in their attitude towards learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was initially developed in response to the needs identified through data analysis and input from educational partners. Analysis of data from the 2023 GGUSD strategic plan survey showed that 80% of students reported that they agree or strongly agree with the statement “I can get smarter by working hard in school” and 80% agreed or strongly agreed with the statement “even if the work is hard I can learn it”. Both of these areas dropped from 2022 by 3% and 4% respectively, indicating the need to more systematically reaffirm the value of a growth mindset.

In addition, input received from Educational Partners during the development of the LCAP indicated a need for both students and parents to gain a deeper understanding of the connection between motivation, growth mindset and academic success. Actions and services in this goal are designed to continue the work of teaching students the role that motivation and growth mindset play in their personal and academic endeavors and will be measured using the metrics below.

The district has continued this goal based on feedback from educational partners and locally collected data. Although the Annual District Survey shows improvements in student motivation, there is still room for growth in attendance rates.

- Note: The LCAP includes metrics and outcome data for measuring district wide and equity multiplier school site progress. Metrics and outcome data for individual school sites can be found in each school's School Plan for Student Achievement (SPSA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Growth Mindset	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.91	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.99	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 4.04	Maintain or improve above 3.0	+0.13
2.2	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Self-Efficacy	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.97	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 4.03	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 4.07	Maintain or improve above 3.0	+0.10
2.3	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Expectations	(All baseline data in this LCAP is from the 2022-2023 school year.) 4.04	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 4.14	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 4.16	Maintain or improve above 3.0	+0.12
2.4	Attendance Rates* Attendance Period (Period 10) District Overall Source: CALPADS	(All baseline data in this LCAP is from the 2022-2023 school year.) 93.6%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 95%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 95%	Maintain or Improve by 1% From Previous Year	+1.4
2.5	Attendance Rates* Chronic Absenteeism District Overall Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 20.7% EL: 25.6% FY: 40.6% SED: 23.6% SWD: 31.8%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 14.4% EL: 17% FY: 31.8% SED: 16%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 12.8% EL: 14.1% FY: 36.6% SED: 14.7%	Maintain or Improve by 1% From Previous Year	District Wide: -7.9 EL: -11.5 FY: -4.0 SED: -8.9 SWD: -12.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 21%	SWD: 19.6%		
2.6	Dropout Rate* (Middle School) District Overall Source: CALPADS	(All baseline data in this LCAP is from the 2022-2023 school year.) 0.45%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 0.37%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 0.30%	Maintain or Improve by .045% From Previous Year	-0.15
2.7	Dropout Rate (High School) District Overall Source: CDE DataQuest	(All baseline data in this LCAP is from the 2022-2023 school year.) 5.3%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 5.5%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 6.0	Maintain or Improve by 1% From Previous Year	+0.7
2.8	High School Graduation Rate* (Overall) District Overall Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 92.7% EL: 84.5% FY: 75% SED: 92.8% SWD: 77.7%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 93.1% EL: 84.8% FY: 85% SED: 93.2% SWD: 79.6%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 92.3% EL: 83.8% FY: 82.4% SED: 92.3% SWD: 81.4%	Maintain or Improve by 1% From Previous Year	District Wide: -0.4 EL: -0.7 FY: +7.4 SED: -0.5 SWD: +3.7

Goal Analysis [2025-26]

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

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

A key success of Action 2A(1) was the purchase of additional Advancement Via Individual Determination (AVID) licenses and resources that expanded student access to engagement and intervention tools designed to encourage commitment to learning and improve academic progress. AVID continues to expand districtwide to support instructional practices focused on student motivation, goal setting, self-regulatory skills, and high expectations in classrooms and schools. The increase in licenses supported the expansion of AVID practices to elementary

school sites, building upon prior implementation at the intermediate and high school levels. One challenge identified through the action step was the need to build staff capacity and ensure consistent implementation as the program expanded across additional grade levels and sites. Attendance improvement efforts were implemented through the use of site administrators, counselors, attendance personnel, family outreach staff, and student support teams who monitored attendance data, conducted outreach to families, facilitated attendance meetings, and connected students to interventions and support services. Staff participated in training related to attendance improvement practices, early identification of chronic absenteeism, and strategies for engaging students and families. A success of these efforts was the increased coordination among school staff to identify attendance concerns earlier and provide targeted supports to students experiencing barriers to regular attendance.Credit recovery opportunities were provided through expanded access to intervention programs, counseling support, progress monitoring, and alternative pathways for students needing to recover credits toward graduation. Counselors and site staff regularly reviewed student progress, identified students in need of credit recovery, and provided individualized guidance regarding course completion and graduation requirements. These efforts helped increase access to credit recovery options and support students in remaining on track for graduation.As these initiatives expanded, one challenge was ensuring consistent implementation across schools while building staff capacity to effectively utilize AVID strategies, attendance interventions, and credit recovery systems. Additional coordination, training, and ongoing support were needed to ensure staff had the knowledge and resources necessary to implement these programs effectively. The district continues to refine implementation practices based on site feedback, student outcome data, and evolving student needs to strengthen the impact of these actions on student engagement, attendance, and academic success.

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.

2A(1) Increase is due to the purchase of licenses.

2A(2) Decrease due to revised funding of social worker positions and their LCAP action alignment.

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

Analysis of the data shows continued positive growth in the area of student motivation. There continues to be improvement in students' beliefs regarding their learning capabilities, an increase in their confidence to succeed, a positive trend in students' perception of the expectations placed upon them, and the overall graduation rate remains steady. We also see that the rate of student attendance has improved as there is a reduction in the number of students with excessive absences. In addition, the chronic absenteeism has declined by 1.6% and the attendance rate has remained steady at 95%. Additionally, there continues to be improvement regarding the dropout rate at the middle school level, with the high school rate remaining steady. It is reasonable to conclude, therefore, that Actions Steps 2A(1) - 2A(3) have been effective.

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

There are no planned changes to this goal, metrics, actions, or target outcomes.

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
2A(1)	PRACTICES THAT BUILD MOTIVATION	Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk. Continue to support motivation in all classrooms at all grade levels, using AVID Strategies, the GGUSD FAR Model, and MTSS.	$20,000.00	No
2A(2)	ATTENDANCE	Expand/Refine programs that address attendance, truancy, and chronic absenteeism. Review data to identify needs and implement programs and strengthen partnerships that support attendance rates, with actions, services and funds principally directed towards our students who qualify for free or reduced meals (NSLP), English Learners, and Foster Youth. For school sites that are identified for Technical Assistance (ATSI, CSI) in the area of chronic absenteeism: 1) With support from the District Office, provide training to staff regarding issues related to attendance and on how to use the Attention2Attendance program to analyze data, and generate and send letters home regarding student absences. 2) Utilize the expertise of District-facilitated consultants to provide families with information and resources addressing potential underlying causes of student absences. 3) Utilize School Community Liaisons to support families with regard to student absences. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.	$1,248,285.00	No
2A(3)	CREDIT RECOVERY	Maintain and increase credit recovery and other programs that support the goal for all students to graduate from high school, to include but not limited to summer school, after school, and on-line classes. This action is	$46,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth in order to ensure students have multiple opportunities to earn all required high school graduation requirements.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2B	SOCIOEMOTIONAL WELL-BEING • Students will demonstrate continued growth in their attitudes towards themselves and others.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Analysis of responses on the 2023 District Strategic Plan Survey showed that 56% of students reported agree or strongly agree to the statement “I am happy to be at my school” and 56% reported agree or strongly agree to the statement “I feel like I am part of this school”.

In addition, feedback received from Educational Partners during the LCAP development process highlights the work already taking place around addressing and supporting mental wellness and school connectedness, and both students and parents indicate that there is a continued need for easy access to resources and services. Actions and services in this goal are focused on ensuring that students are supported as individual human beings with differing mental and emotional needs and struggles.

The district is continuing with this goal based on the local data collected in 2024 and 2025, which includes the Annual District Survey, and educational partner feedback. Data from the 2025 annual survey shows an increase of 4% for students who responded with agree or strongly agree to “I am happy to be at my school” and an increase of 6% who agree or strongly agree to “I feel like I am a part of this school”. After reviewing the updated data, all educational partner groups maintain that student participation in extracurricular activities and emphasizing positive behaviors are key to fostering student belongingness and connectedness, and want to continue with these actions and services. The effectiveness of these action steps will be measured using the metrics below.

- Note: The LCAP includes metrics and outcome data for measuring district wide and equity multiplier school site progress. Metrics and outcome data for individual school sites can be found in each school's School Plan for Student Achievement (SPSA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Social Awareness	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.80	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.84	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.90	Maintain or Improve Above 3.0	+0.10
2.10	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Emotional Care	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.84	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.92	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.97	Maintain or Improve Above 3.0	+0.13
2.11	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Sense of Belonging and School Connectedness*	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.71	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.78	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.84	Maintain or Improve Above 3.0	+0.13
2.12	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) Student Overall Socioemotional Wellbeing	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 3.77 EL: 3.87 FY: 3.74 SED: 3.77 SWD: 3.77	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 3.85 EL: 3.81 FY: 3.84 SED: 3.84 SWD: 3.79	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 3.90 EL: 3.86 FY: 3.75 SED: 3.90 SWD: 3.83	Maintain or Improve Above 3.0	District Wide: +0.13 EL: - 0.01 FY: +0.01 SED: +0.13 SWD: +0.06
2.13	Citizenship (Overall) Scale O=4, S=3, N=2, U=1 District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.30	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.29	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.39	Maintain or Improve Above 3.0	+0.09

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Student Report Cards					
2.14	Citizenship (Grades 7-8) Scale O=4, S=3, N=2, U=1 District Overall Source: Student Report Cards	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.34	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.42	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.39	Maintain or Improve Above 3.0	+0.05
2.15	Citizenship (Grades 9-12) Scale O=4, S=3, N=2, U=1 District Overall Source: Student Report Cards	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.25	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.40	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.24	Maintain or Improve Above 3.0	-0.01

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.

The planned implementation of Goal 2B Actions 2B(1)–2B(3) was fully carried out to support the socioemotional well-being of students by fostering growth in attitudes toward themselves and others. Implementation included the purchase and distribution of supplemental materials and supplies used across school sites to support students' mental, physical, social, and emotional well-being, as well as the integration of resources that promote positive school climate and student engagement. Staff utilized these materials in both classroom and support settings to reinforce socioemotional learning and strengthen student connectedness to school. A key implementation challenge occurred within Action 2B(2), as increases in consulting services and materials and supplies compared to the original budget required ongoing monitoring of expenditures and careful adjustments to ensure alignment with LCAP priorities and available funding. These efforts reflect GGUSD's broader commitment to recognizing socioemotional health as a critical component of academic achievement and long-term student success.

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.

2B(2) (non-contributing) increase to consulting services and material and supplies than originally budgeted.

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

Data from the annual strategic plan survey shows improvement for all metrics 2.9 to 2.12, (social awareness, emotional care, sense of belonging/school connectedness, and socioemotional well-being) indicating that actions and services, specifically an increase in social workers, school psychologists, and mental health specialists, are showing a positive cumulative effect on student mental wellness and socioemotional well-being. While the survey data show similar positive trends for both all students and unduplicated pupils, these results demonstrate the effectiveness of the district's efforts to provide equitable access to socioemotional and mental health supports. These actions were directed toward addressing barriers that may disproportionately affect unduplicated pupils, the comparable outcomes suggest that these students were able to access and benefit from services and supports at levels similar to their peers. Through Action 2B(1), the district increased staffing by adding social workers, behavioral supports, and additional programs to help make a positive impact on unduplicated pupils. These expanded personnel resources increased the district's capacity to provide prevention and intervention services, counseling support, case management, family outreach, crisis response, and connections to community resources. As a result, students received more timely and targeted support to address academic, social, emotional, and behavioral needs. The absence of significant gaps between all students and unduplicated pupils across these metrics provides evidence that the actions and services were successful in promoting equitable outcomes while improving student wellness and fostering a positive school climate throughout the district.

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.

As noted on page 18, Action Step 2B(2) is being expanded using LREBG funds to provide increased services for student mental well-being, specifically to address barriers to attendance. No changes to the metrics for this action step are being made.

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
2B(1)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING)	Provide personnel, programs and practices to support the mental, physical, social, and emotional well-being of students and families. This action is principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth in order to ensure address social emotional wellbeing and mental wellness.	$5,933,493.00	Yes

Action #	Title	Description	Total Funds	Contributing
2B(2)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (NON-CONTRIBUTING)	Based on the needs assessment regarding LREBG, Goal 2, Action B(2), Programs and Personnel to Promote Well-Being, addresses the need for emotional well-being support in order to improve attendance. This action step is research-based and grounded in the CASEL SEL competencies framework, as defined by the Collaborative for Academic, Social, and Emotional Learning, which emphasizes the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as foundational to student success. The effectiveness of these competencies is supported in the peer-reviewed meta-analysis “The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions” by Joseph A. Durlak, Roger P. Weissberg, Allison B. Dymnicki, Rebecca D. Taylor, and Kriston B. Schellinger (2011), published in Child Development. This large scale study found that students participating in SEL programs demonstrated improved academic performance, social behavior, and school engagement compared to controls, highlighting SEL as a key driver of school functioning and participation.These supports reduce emotional and environmental barriers to attendance, strengthen relationships, increase students’ sense of belonging, and improve overall school climate. Decades of SEL and mental-health research show that when students and families feel supported, attendance improves significantly. Metrics being used to monitor the action: Attendance Rates/Attendance (Metric 2.5) and School Connectedness (2.11) and Well-Being (Metric 2.12) LREBG: Estimated $3,141,377 funds to support this action step: $3,141,377 per year through 2027-2028.	$21,197,965.00	No
2B(3)	SCHOOL CONNECTEDNESS	Provide opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, assemblies, field trips, etc.). Provide schools with guidance, support, and	$5,788,965.00	No

Action #	Title	Description	Total Funds	Contributing
		resources to increase students' sense of belonging and school connectedness.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2C	CLIMATE • Classrooms, schools, and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Analysis of data from the 2023 GGUSD Strategic Plan Survey shows that 61% (-11%) of students reported that they agree or strongly agree with the statement “I feel safe at school” and 78% (-9%) agreed or strongly agreed with the statement “This school is a supportive place for students to learn”.

Input received from Educational Partners during the development of the LCAP showed an appreciation for the positive and supportive school climate and the desire for continued actions to support it. Actions and services in this goal focus on creating and maintaining safe and supportive learning environments where students can learn as scholars and grow as productive members of a community. The effectiveness of these actions will be measured by the metrics below.

The district is continued this goal after reflecting on the data collected in 2024 related to student suspension rates, expulsion rates, and the Annual District Survey. While there was overall improvement across most metrics from 2023 to 2024, there was still room for growth, particularly with respect to parent involvement.

The district will continue this goal in the 26-27 LCAP, as all metrics have shown improvement, indicating that actions and services are having a positive impact on school climate.

- Note: The LCAP includes metrics and outcome data for measuring district wide and equity multiplier school site progress. Metrics and outcome data for individual school sites can be found in each school's School Plan for Student Achievement (SPSA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Climate of Support for Academic Learning	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.96	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 4.04	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 4.11	Maintain or Improve Above 3.0	+0.15
2.17	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Discipline and Rules	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.47	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.65	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.78	Maintain or Improve Above 3.0	+0.31
2.18	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Safety: Feeling Safe at School*	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.61	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.75	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.85	Maintain or Improve Above 3.0	+0.24
2.19	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Safety: Bullying*	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.82	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.92	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.92	Maintain or Improve Above 3.0	+0.1
2.20	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Facilities Maintenance: Clean*	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.30	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.39	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.48	Maintain or Improve Above 3.0	+0.18

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.21	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Facilities Maintenance: Well-maintained*	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.40	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 3.43	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.53	Maintain or Improve Above 3.0	+0.13
2.22	Annual District Survey (Staff) Scale: 1 (low) to 5 (high) District Overall Student Climate Overall*	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.70	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 4.13	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 4.23	Maintain or Improve Above 3.0	+0.53
2.23	Annual District Survey (Staff) Scale: 1 (low) to 5 (high) District Overall School Staff Climate Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) 4.16	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 4.08	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 4.17	Maintain or Improve Above 3.0	+0.01
2.24	Annual District Survey (Parents) Scale: 1 (low) to 5 (high) District Overall Student Climate Overall*	(All baseline data in this LCAP is from the 2022-2023 school year.) Districtwide: 4.20 EL: 4.08	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 4.30 EL: 4.36	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 4.38 EL: 4.38	Maintain or Improve Above 3.0	District Wide: +0.18 EL: +0.30
2.25	Annual District Survey (Parents) Scale: 1 (low) to 5 (high) District Overall Adult Climate Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) 4.20	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 4.31	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 4.38	Maintain or Improve Above 3.0	+0.18

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.26	Annual District Survey (Parents) Scale: 1 (low) to 5 (high) District Overall Opportunities for Parent Involvement*	(All baseline data in this LCAP is from the 2022-2023 school year.) 4.34	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 4.05	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 4.16	Maintain or Improve Above 3.0	+0.11
2.27	Student Suspension Rate* Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 3.2% EL: 4.4% FY: 11.5% SED: 3.6% SWD: 6.0%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 2.5% EL: 3.3% FY: 8.3% SED: 2.9% SWD: 4.6%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 2.7% EL: 3.7% FY: 5.5% SED: 3.1% SWD: 4.5%	Maintain or Improve Below 3.5%	District Wide: -0.5 EL: -0.7 FY: -6.0 SED: -0.5 SWD: -1.5
2.28	Student Expulsion Rate* District Overall Source: CDE DataQuest	(All baseline data in this LCAP is from the 2022-2023 school year.) 0.0%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 0.10%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 0.0%	Maintain or Improve Below 0.1%	+/-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.

The planned implementation of Goal 2C Actions 2C(1) - 2C(8) were fully implemented to address students who qualify for free or reduced lunch (NSLP), English Learners, and Foster Youth. Key successes were that additional resources, such as personnel, staff development, and transportation, were provided to students, parents, and teachers. These provided high-quality parent programs, on-site coaching and training opportunities for all employees, and free transportation for students to and from school each day. Other areas saw less resources allocated as less personnel services were needed in certain areas such as security resource officers.

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.

2C(4) Decrease is mainly due to lower salary costs than initially anticipated.

2C(5) reflects a decrease in security resource officer spending.

2C(6) increase due to an increase in staff development expenses and consulting services.

2C(7) Less was used in services than was originally budgeted.

2C(8) Increase is due to more spending on custodial, operational, and transportation related compensation and equipment.

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

Analysis of Strategic Plan survey data across all three educational partner groups (students, staff, and parents) highlights that the perception of “climate of support for learning” continues to improve. In addition, students report feeling safe at school and that their campuses are well-maintained. Therefore, it is reasonable to conclude that actions and services in this Goal are effective in meeting the intended outcomes.

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

There are no planned changes to this goal, action steps, metrics, or target outcomes.

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
2C(1)	WELCOMING CLIMATE	Maintain caring and motivating schools that welcome diversity and respect for all staff, parents, and students utilizing but not limited to programs such as PBIS (positive behavior interventions), “no place for hate”, and restorative practices. In addition to supporting positive campus climates in general, the actions and services in this action step are designed to reduce the suspension rate for all students, but are principally directed towards our students who qualify for free or reduced lunch (NSLP), English Learners, and Foster Youth. See Appendix A for district-wide student groups,	$2,282,330.00	No

Action #	Title	Description	Total Funds	Contributing
		schools, or student groups within schools that received red indicators on the 2023 Dashboard.		
2C(2)	PARENT/COMMUNITY OUTREACH	Maintain a Parent and Community Outreach office to serve as a link to community resources and to provide guidance, support, and training to parents/guardians, teachers, administrators, and support staff. Coordinate parent education and community outreach meetings, develop and encourage high-quality parent programs and parental involvement opportunities at school sites, and provide professional development opportunities in parent education programs.	$772,482.00	No
2C(3)	COMMUNICATION	Utilize communication resources such as the district website and Parent Square to keep all community partners engaged and informed, and implement communication guidelines to facilitate effective internal and external communication.	$1,622,780.00	No
2C(4)	FACILITIES MAINTENANCE	Ensure that schools and other district facilities are clean and well-maintained. Facilities maintenance contributes to overall school climate, an important factor for academic achievement.	$67,791,332.00	No
2C(5)	CAMPUS SAFETY	Ensure campus safety via ongoing analysis and adjustment of safety and discipline protocols. Refine emergency response/safe schools protocols working in partnership with local law enforcement.	$6,302,347.00	No
2C(6)	CLIMATE AND CULTURE TRAINING FOR ALL STAFF	Continue to provide on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees) on topics related to establishing and maintaining welcoming and inclusive schools and work places. Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital. See Appendix A for district-wide student	$36,000.00	No

Action #	Title	Description	Total Funds	Contributing
		groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.		
2C(7)	PROVIDE SUPPORT TO PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS	Provide opportunities for parents of pupils with exceptional needs to participate in programs such as but not limited to the Community Advisory Committee (CAC) and Life After High School for parents of students with disabilities.	$25,000.00	No
2C(8)	TRANSPORTATION	Provide free transportation for students to ensure their ability to get to and from school each day in a safe and secure manner.	$18,549,709.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3A	COLLEGE AND CAREER READINESS • District-wide data that are predictive of success after high school will improve annually.	Broad 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.

This goal was developed for the 2024-2025 LCAP in response to the needs identified through data analysis and input from educational partners. College and career readiness data analyzed included the GGUSD A-G rate (60.3%), AP test pass rate (71.3%) and Early Assessment Program pass rate (38.7% ELA Ready; 27.5% ELA Conditional; 18.3% Math Ready; 20.7% Math Conditional).

Feedback received from Educational Partners during the LCAP development process highlighted the need for strong support in the area of college and career readiness as well as lifelong success. Actions and services in this goal are aimed at increasing A-G rates and improving student achievement on college-readiness examinations, with the effectiveness of these actions to be measured using the metrics below.

The district is continuing with this goal in the 2026-2027 LCAP based on the findings from data collected to measure the effectiveness of College and Career Readiness, as well as educational partner feedback. Overall, there continues to be growth, however, educational partner groups emphasized the importance of introducing college and career readiness in the elementary level, specifically opportunities to explore various careers and the college majors that align to them.

- Note: The LCAP includes metrics and outcome data for measuring district wide and equity multiplier school site progress. Metrics and outcome data for individual school sites can be found in each school's School Plan for Student Achievement (SPSA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A -G Rates* Students attending 4-years in GGUSD District Overall Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 59.8% EL: 30.3% FY: 26.7% SED: 57% SWD: 12%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 61.4% EL: 30.9% FY: 31.3% SED: 59.2% SWD: 12.8%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 65.1%* EL: 36.6% FY: 28.6% SED: 63.3% SWD: 16.4% *Reflects most accurate data	Maintain or Improve by 1% From Prior Year	District Wide: +5.3 EL: +6.3 FY: +1.9 SED: +6.3 SWD: +4.4
3.2	A-G Rates and CTE Sequences or Programs of Study* Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 17.2% EL: 9.3% FY: 0.0% SED: 16.4% SWD: 3.4%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 18.5% EL: 10.3% FY: 5.0% SED: 18.4% SWD: 3.2%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 19.9% EL: 12.2% FY: 0.0% SED: 19.1% SWD: 3.9%	Maintain or Improve by 1% From Prior Year	District Wide: +2.7 EL: +2.9 FY: +/-0 SED: +2.7 SWD: -0.5
3.3	CTE Sequences or Programs of Study* Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 29.7% EL: 30.2% FY: 5.0% SED: 29.9% SWD: 26.8%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 30.7% EL: 30.8% FY: 15%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 33.6% EL: 36.3% FY: 29.4%	Maintain or Improve by 1% From Prior Year	District Wide: +3.9 EL: +6.1 FY: +24.4 SED: +3.7 SWD: +8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 31.3% SWD: 29.8%	SED: 33.6% SWD: 35.1%		
3.4	Early Assessment Program (EAP)* College-Ready (English Language Arts) District Overall Source: CAASPP Assessment	(All baseline data in this LCAP is from the 2022-2023 school year.) 39%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 36.86%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 39.23%	Maintain or Improve by 1% From Prior Year	+0.23
3.5	Early Assessment Program (EAP)* College-Ready, Conditional (ELA) District Overall Source: CAASPP Assessment	(All baseline data in this LCAP is from the 2022-2023 school year.) 28%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 28.76%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 28.30%	Maintain or Improve by 1% From Prior Year	+0.30
3.6	Early Assessment Program (EAP)* College-Ready (Math) District Overall Source: CAASPP Assessment	(All baseline data in this LCAP is from the 2022-2023 school year.) 18%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 18.56%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 22.36%	Maintain or Improve by 1% From Prior Year	+4.36
3.7	Early Assessment Program (EAP)* College-Ready, Conditional (Math) District Overall Source: CAASPP Assessment	(All baseline data in this LCAP is from the 2022-2023 school year.) 21%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 22.20%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 22.26%	Maintain or Improve by 1% From Prior Year	+1.26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	PSAT Exam (Districtwide Average Scores, 10th Grade) Total Score Overall District Overall Source: College Board	(All baseline data in this LCAP is from the 2022-2023 school year.) 921	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 942	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 960	Maintain or Improve by 1% From Prior Year	+39
3.9	PSAT Exam (Districtwide Average Scores, 10th Grade) Evidenced-Based Reading and Writing District Overall Source: College Board	(All baseline data in this LCAP is from the 2022-2023 school year.) 458	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 469	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 484	Maintain or Improve by 1% From Prior Year	+26
3.10	PSAT Exam (Districtwide Average Scores, 10th Grade) Math District Overall Source: College Board	(All baseline data in this LCAP is from the 2022-2023 school year.) 463	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 473	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 476	Maintain or Improve by 1% From Prior Year	+13
3.11	SAT Exam (Districtwide Average Scores) Total Score Overall District Overall Source: College Board	(All baseline data in this LCAP is from the 2022-2023 school year.) 1240	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 1267	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 1301	Maintain or Improve by 1% From Prior Year	+61
3.12	SAT Exam (Districtwide Average Scores) Critical Reading District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) 610	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.)	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.)	Maintain or Improve by 1% From Prior Year	+31

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: College Board		629	641		
3.13	SAT Exam (Districtwide Average Scores) Math District Overall Source: College Board	(All baseline data in this LCAP is from the 2022-2023 school year.) 630	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 637	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 660	Maintain or Improve by 1% From Prior Year	+30
3.14	Advanced Placement (AP) AP Pass Rates* (exam scores 3, 4, 5) District Overall Source: College Board	(All baseline data in this LCAP is from the 2022-2023 school year.) 71%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 77%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 81%	Maintain or Improve by 1% From Prior Year	+10
3.15	Advanced Placement (AP) AP Test Takers (test takers/9-12 enrollment) District Overall Source: College Board	(All baseline data in this LCAP is from the 2022-2023 school year.) 29.4%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 34%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 35%	Maintain or Improve by 1% From Prior Year	+5.6
3.16	Advanced Placement (AP) AP Enrollment Rates (# of student enrolled in at least one AP class/9-12 enrollment) District Overall Source: College Board	(All baseline data in this LCAP is from the 2022-2023 school year.) 28.6%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 35%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 36%	Maintain or Improve by 1% From Prior Year	+7.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.17	College and Career Readiness Indicator Source: CA Schools Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 57.1% • EL: 24.4% • FY: 20% • SED: 54.8% • SWD: 12.5%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) District Wide: 58.6% -EL: 25.3% -FY: 21.1% -SED: 56.6% -SWD: 10.10%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) District Wide: 63.4% -EL: 32.2% -FY: 29.4% -SED: 61.8% -SWD: 15.0%	Maintain or Improve by 1% From Prior Year	District Wide: +6.3 -EL: +7.8 -FY: +9.4 -SED: +7.0 -SWD: +2.5

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.

Planned implementation of Goal 3A Actions 3A(1)–3A(3) was fully implemented to support the academic and postsecondary success of low-income students, English Learners, and Foster Youth. A key success included continued student access to guidance counselor support to ensure completion of a-g subject requirements and progress toward graduation and postsecondary readiness. The College and Career Programs also expanded its impact by increasing the use of tutors and student engagement through events, which was an unanticipated challenge. In response, staff reviewed student needs, analyzed data from counselors and mentors, and closely monitored student outcomes related to a-g completion and postsecondary enrollment. This review identified the need to increase funding for Action 3A(1) to support the higher than expected program participation and sustain student supports aligned to academic and postsecondary goals.

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.

3A(1) Increase in spending for the College Boost program through tutors and events.

3A(2) Increase is from higher than anticipated salaries for counselors.

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

The District A-G rate increased by 5.3%, A-G and CTE together increased by 2.7%, and all four EAP metrics (college-ready and conditional) increased. In addition, all metrics for Advanced Placement improved (10% for pass rate), and the College and Career Readiness Indicator on the CA Dashboard, for all students and for all subgroups saw an overall increase (6.3% overall). This data, along with improvements in SAT and PSAT scores, demonstrates that actions and services for Goal 3A have been effective.

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

There are no plans to change or revise any of the metrics or actions for this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3A(1)	COLLEGE/CAREER PROGRAMS AND EVENTS	Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways. This action is principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth in order to provide students access and opportunity to be college and career ready.	$5,948.00	Yes
3A(2)	MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS	Provide services and opportunities for all students to complete A - G subject requirements (courses required for minimum eligibility to enroll in a four-year university), including but not limited to "D" validation, as well as assistance with completing requirements for college admissions and financial aid acquisition. The actions and services in this action step are designed to increase the college and career readiness rate for all students, but are principally directed towards our students who qualify for free or reduced lunch (NSLP/low income), English Learners, and Foster Youth. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.	$8,339,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
3A(3)	COLLEGE ENTRANCE AND READINESS	Using the California College Guidance Initiative (CCGI) tools and resources, provide support programs and practices related to college/career readiness, as well as ensuring equitable and open access to Advanced Placement and Early College Academy courses to support all students with college entrance and readiness.	$134,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3B	COLLEGE AND CAREER SUCCESS • College and career entrance and completion rates will improve annually.	Broad 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.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Evidence to support the inclusion of this goal in the initial 2024-2027 LCAP included a decline in post-secondary persistence rate at four-year institutions (94% to 87%), as well as a slight decline in the number of students who identify attending college as a future educational goal (70% to 68%).

Actions and services in this goal are geared toward motivating students to pursue a college education, understanding the benefits to and how to enroll in college, and how to identify and obtain sources of financial support for attending college. The effectiveness of actions in this goal will be measured using the metrics below.

The district is continued this goal after reviewing 2023-2024 data, which showed a slight decline in postsecondary enrollment rates. Educational partners continued to recommend offering more resources to help students better understand the wide range of postsecondary opportunities available to them.

Review of 2025 data revealed that enrollment and persistence rate percentages had maintained, as did the percentage of students who identified attending either a 2-year or 4-year college or university as a post-secondary goal. This, together with educational partner input underscored the need to continue with the actions and services in Goal 3B, but highlighted the need to provide robust opportunities for students to explore career options as a means of motivating them to pursue further education.

- Note: The LCAP includes metrics and outcome data for measuring district wide and equity multiplier school site progress. Metrics and outcome data for individual school sites can be found in each school's School Plan for Student Achievement (SPSA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.18	Postsecondary Enrollment Rate (Fall immediately after High School) Overall Enrollment in post-secondary institutions District Overall Source: Student Tracker	(All baseline data in this LCAP is from the 2022-2023 school year.) 76%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 75%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 77%	Maintain or Improve by 1% From Prior Year	+1
3.19	Postsecondary Enrollment Rate (Fall immediately after High School) Enrollment at 4-year college or university District Overall Source: Student Tracker	(All baseline data in this LCAP is from the 2022-2023 school year.) 36%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 33%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 35%	Maintain or Improve by 1% From Prior Year	-1
3.20	Postsecondary Enrollment Rate (Fall immediately after High School) Enrollment at 2-year college or university District Overall Source: Student Tracker	(All baseline data in this LCAP is from the 2022-2023 school year.) 40%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 42%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 42%	Maintain or Improve by 1% From Prior Year	+2
3.21	Persistence Rate Overall Enrollment in post-secondary institutions District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) 86%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 86%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 88%	Maintain or Improve by 1% From Prior Year	+2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Student Tracker					
3.22	Persistence Rate Enrollment at 4-year college or university District Overall Source: Student Tracker	(All baseline data in this LCAP is from the 2022-2023 school year.) 96%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 95%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 95%	Maintain or Improve by 1% From Prior Year	-1
3.23	Persistence Rate Enrollment at 2-year college or university District Overall Source: Student Tracker	(All baseline data in this LCAP is from the 2022-2023 school year.) 80%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 80%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 82%	Maintain or Improve by 1% From Prior Year	+2
3.24	Future Educational Goals Annual District Survey (Grades 3-12) Plan to obtain 2-year, 4-year, or advanced degree District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) 2-Year: 10% 4-Year: 39% Adv Deg: 32%	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) 2-Year: 10% 4-Year: 38% Adv. Deg: 33%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 2-Year: 10% 4-Year: 37% Adv. Deg: 34%	Maintain or Improve by 1% From Prior Year	2-Year: +/- 4-Year: -2 Adv Deg: +2

Goal Analysis [2025-26]

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

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

The planned implementation of Goal 3B Actions 3B(1) - 3B(2) were fully implemented to address English Learners, Foster Youth, and students who qualify for free or reduced lunch (NSLP/low income) college and career success. Key successes include being able to offer students the opportunity to learn and explore various college and career options through different programs such as the Career and Technical Education (CTE) program. Actual implementation saw less resources used in teachers and services but the students continued to receive overall high quality support from the program.

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.

3B(2) Decrease is due to spending less on CTE (Career Technical Education) teachers and services than what was budgeted initially.

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

The data from the current reporting period indicates that the actions and services implemented under Goal 3B have been largely effective in supporting students' transition to and retention in postsecondary education. The postsecondary enrollment rate for students immediately following high school rose from a baseline of 76% to 77%, and a critical measure of long-term success, the overall persistence rate (students continuing their postsecondary education), improved by 2%, reaching 88%. The district's efforts to foster a college-going culture remain impactful, as evidenced by the Annual District Survey regarding future educational goals, specifically, the vast majority of students in grades 3-12 continue to plan for degree attainment (2-year, 4-year, or advanced), maintaining a steady trajectory toward higher education.

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

There are no planned changes to this goal, the actions steps, metrics, or target outcomes.

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
3B(1)	STUDENT TRACKER	Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor graduates' persistence through and graduation from post-secondary education to gain a better understanding of how to assist current high school students better prepare for the rigor and challenges of post-secondary education.	$4,000.00	No
3B(2)	COLLEGE / CAREER PATHWAYS AND OPTIONS	Provide opportunities for students to be learn about and explore various college and career options, with actions and services principally directed towards English Learners, Foster Youth, and students who qualify for free or reduced lunch (NSLP/low income). • Ensuring district CTE programs meet the 12 Essential Elements of a High Quality College and Career Pathway developed by	$6,605,898.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CWPJAC. Ensuring that all CTE courses align to standards (CTE Model Curriculum, CCSS, and NGSS) and explore all aspects of industry. • Equipping CTE classrooms with resources, materials, equipment, and technology that align with current industry standards. • Offering Career and Technical Education pathways at all district high schools that meet ACTE's “Quality CTE Programs of Study” framework, provide a coherent sequence of courses, and are reported in the California Longitudinal Pupil Achievement Data System (CALPADS) as CTE. Providing STEM Lab introductory level CTE courses at all intermediate schools. Partnering with local community agencies and businesses to provide CTE students with work-based learning, internships, mentoring, guest speakers, field trips, and real- world experiences in various career sectors. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Goal • Hare High School Within three years, all students, but particularly socioeconomically disadvantaged (SED), English Learners (EL), and Hispanic (HI) students at Hare High School will demonstrate growth toward content proficiency (meeting or exceeding standards) in English Language Arts and Math, as measured by the CAASPP assessment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was first established after an analysis of the 2023 CA Dashboard indicated the need for district support at Hare High School in the academic areas of English Language Arts (ELA) and math. Data that supports this finding includes the CAASPP ELA assessment reporting that only 17.4% of all Hare High School students, 17.7% of socioeconomically disadvantaged students, 14.5% of Hispanic students, and 5.4% of English Learners met or exceeded standards. In math, no students met or exceeded standards, and only 4.48% of all students nearly met standards.

While there were two other red indicators on the CA Dashboard (English Language proficiency and College and Career Readiness), priority for this goal is based on the connection between ELA and math with the other two indicators:

- (English Language Proficiency) There was also a slight decline (3.7%) on the English Language Proficiency Assessment (ELPAC), however in the area of "well developed" there was an increase of 2.8%. Educational Partners, therefore, determined that a focus on English Language Arts would address this area of need recognizing that targeted strategies in English classes and co-curricular interventions would support students in the areas assessed on the ELPAC (reading, writing, speaking, and listening).

- (College and Career Readiness) This indicator includes measures to evaluate how well districts and schools are preparing students for success after high school. One way for students to demonstrate readiness is to score at least a level 3 "standard met" on the ELA or math CASSPP assessment and a level 2 "standard nearly met" on the other subject area.

This need was also part of the feedback provided by the Hare SSC and ELAC members during the SPSA development process. SSC members highlighted the unique circumstances in a continuation high school, where the pacing is modified and students transfer in and out throughout the year. Parents and students agree that students would benefit from instructional strategies that chunk instruction and provide a variety of opportunities for students to interact with the curriculum, administering more frequent formative assessments to gauge student

need sooner, and provide expanded learning opportunities for students to get additional academic support outside the classroom. Therefore, this goal has been developed to improve ELA and math performance through the following actions and services, with progress measured using the CAASPP ELA and Math results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	How well students at Hare High School are meeting grade-level standards on the ENGLISH LANGUAGE ARTS assessment (CAASPP) as measured by "points from standard". Source: CA Schools Dashboard	(All baseline data in this LCAP is from the 2022-23 school year.) Points from standard: All: -110.6 EL: -127.9 HI: -118.6 SED: -105.7 2023 CA Dashboard	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) Points from standard: All: -99.2 EL: -145 HI: -108.8 SED: -100.5 2024 CA Dashboard	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) Points from standard: All: -75.4 EL: -95.2 HI: -90.3 SED: -79.5 2025 CA Dashboard	Decrease 3.0 points each year	(+) numbers indicate a decrease as they move toward standard. All: +35.2 EL: +32.7 HI: +28.3 SED: +26.2
4.2	How well students at Hare High School are meeting grade-level standards on the MATH assessment (CAASPP) as measured by "points from standard". Source: CA Schools Dashboard	(All baseline data in this LCAP is from the 2022-23 school year.) Points from standard: All: -222.7 EL: -232.7 HI: -224.8 SED: -227.3 2023 CA Dashboard	(All Year 1 Outcome data in this LCAP is from the 2023-2024 school year.) Points from standard: All: -192 EL: -214.2 HI: -195.8 SED: -190.8	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) Points from standard: All: -177.7 EL: -194.9 HI: -178.0 SED: -177.9	Decrease 3.0 points each year	(+) numbers indicate a decrease as they move toward standard. All: +45 EL: +37.8 HI: +46.8 SED: +49.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 CA Dashboard	2025 CA Dashboard		
4.3	Chronic Absenteeism at Hare High School % Chronically Absent Source: CDE DataQuest	N/A Added in 2025 LCAP Annual Update	(Baseline data in this LCAP is from the 2023-2024 school year.) Baseline 49.5%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 52.1%	Decrease 3% each year	+2.6
4.4	Annual District Survey (Student) (Grades 3-12) Scale: 1 (low) to 5 (high) Hare High School Overall Emotional Care	N/A Added in 2025 LCAP Annual Update	(Baseline data in this LCAP is from the 2023-2024 school year.) Baseline 3.93	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 3.97	Maintain or improve above 3.0	+0.03
4.5	College and Career Indicator Percent of Students "Prepared" as Reported on the CA Dashboard At Hare High School	N/A Added in 2025 LCAP Annual Update	(Baseline data in this LCAP is from the 2023-2024 school year.) Baseline 0.9%	(All Year 2 Outcome data in this LCAP is from the 2024-2025 school year.) 6.7%	Improve by 1% from Prior Year	+5.8

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.

The planned implementation of Goal 4 Actions 4(1)–4(8) were implemented to address Hare High School's socioeconomically disadvantaged, English Learners, and Hispanic students by supporting improved attendance, strengthening college and career readiness,

and increasing student achievement in meeting grade-level standards in English and Mathematics. Implementation included targeted supports such as intervention services, academic monitoring systems, and professional development aligned to instructional best practices in ELA and math. Professional development was ongoing and evolved throughout the year based on data analysis, student performance on local assessments, and emerging instructional needs identified by teachers to support effective implementation of interventions. A key implementation challenge was that initial estimates for professional development needs were higher than anticipated. Professional development planning required continuous adjustment as it was informed by ongoing student outcome data, local assessment results, and evolving teacher needs related to instructional strategies and intervention implementation. This iterative process required frequent refinement of training content and scheduling to ensure alignment with both student needs and instructional priorities.

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.

4(2) Decrease is due to less spending on professional development than initially budgeted.

4(5) Increase due to more spending on teacher salaries than initially budgeted.

4(6) Decrease is due to less spending on implementation of CA State Standards and Curriculum Materials

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

ELA CAASPP scores for subgroups improved by a minimum of 26.2 points from standard, and "all" students improved by 35.2 points. For math, all subgroups improved by a minimum of 37.8 points from standard, with SED improving by 49.4 points. In addition, the College and Career Indicator on the CA Schools Dashboard showed an improvement of 5.8%. One area that has not shown improvement, yet, is Chronic Absenteeism. However, the site has begun to implement activities and resources to address this issue, and feels that as students and parents become more aware of these opportunities, this metric will show improvement.

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

Based on data analysis and student progress, no changes will be made to metrics, outcomes, or actions for 26-27.

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
4(1)	Data analysis and Needs Assessment	Administration and teachers conduct a data-driven needs assessment to determine skills and content of highest need.	$12,163.00	No
4(2)	Professional Development Focused on Scaffolds and Strategies specific to English Language Arts and Mathematics	Hire outside consultants to provide professional development targeting specific priority areas uncovered in the needs assessment. PD will be focused on 2-3 research-based scaffolds and/or strategies. Professional development sessions will be content-specific (ELA and Math) to ensure that the scaffolds and strategies are geared towards the skills and curriculum of each content area.	$47,057.00	No
4(3)	In-class coaching and support	Administration will work with Teachers on Special Assignment (TOSAs) in the Department of 7-12 Instruction to provide follow-up support, including but not limited to demo lessons, co-plan/co-teach, and peer coaching.	$0.00	No
4(4)	Transportation	Bussing will be provided before and after school to allow students to attend academic interventions.	$12,163.00	No
4(5)	Personnel to Support Academic Skills and Socio-emotional Wellbeing and Mental Wellness	Temporary additional personnel to support academics and socio-emotional wellbeing. Personnel could include but are not limited to tutors, classified staff, mental health specialists and social workers, will be hired to support students with academic skills, socio-emotional well-being, and mental wellness, in addition to addressing attendance and behavior issues. Strategies will be research-based and targeted to addressing areas identified in a site-specific needs assessment.	$379,118.00	No
4(6)	Implementation of California State Standards and Curriculum Materials	Develop and implement board-adopted curriculum materials aligned to CA State Standards based off of the needs assessment.	$19,709.00	No

Action #	Title	Description	Total Funds	Contributing
4(7)	Strategies and Services to Support Socio-emotional Wellbeing and Mental Wellness	Research-based strategies and services will be implemented to support academic achievement, socio-emotional development, and mental wellness. These strategies will address specific needs identified through a site-specific needs assessment and will include multi-tiered systems of support (MTSS)	$55,578.00	No
4(8)	English Learner and Long-Term English Learner Support	Conduct a data analysis of EL and LTEL language proficiency levels, reclassification rates, and academic achievement in order to assess student needs. Based on the analysis, develop action steps that could include professional development, targeted interventions, and reclassification instructional supports.	$41,031.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$140,757,242	$16,714,059

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
33.007%	2.763%	$11,622,797.36	35.770%

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
1A(2)	**Action:** PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT **Need:** An analysis of the 2023 CA Schools Dashboard shows that several of our unduplicated subgroups are performing disproportionately lower than other student groups in ELA and math. On the CAASPP	To address the needs of our socioeconomically disadvantaged, English Learners and Foster Youth in showing progress toward content proficiency, in ELA, and all unduplicated students in math, district Teachers on Special Assignment (TOSA) will plan and provide professional development focused on the use of research-based strategies and programs, including, but not limited to Effective Instruction, Constructing Meaning, Systematic ELD, SEL, and AVID Scholarly Habits. To support	CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA assessment, English Learners were 22.7 points below standard and foster youth were 53.2 points below (socioeconomically disadvantaged youth were 10 points above standard). On the CAASPP math assessment socioeconomically disadvantaged youth were 21.3 points below standard, English Learners were 44.6 below and Foster Youth were 84.8 below. Additionally, educational partner groups consisting of students, teachers and parents, identified the benefit of teachers receiving professional development focused on strategies and programs that meet the unique needs of these subgroups. 2024 CA Dashboard data: CAASPP ELA: English Learners: 20 points below standard Foster Youth: 34.6 points below Socioeconomically Disadvantaged: 8.7 points below CAASPP Math: English Leaners: 40 points below standard Foster Youth: 69.6 points below Socioeconomically Disadvantaged: 20.9 points below Justification to continue: 2025 CAASPP ELA: “All Students”: 24.9 PAS (+4.1) English Learners: 9.6 PBS (+10.5) Foster Youth: 54.4 PBS (-19.8) Socioeconomically Disadvantaged: 11.9 PAS (+3.2)	implementation, in-class coaching, demo lessons, and co-plan/co-teach opportunities will be made available to teachers. We expect that these actions and services will lead to academic improvement in the areas of English Language Arts and math for socioeconomically disadvantaged students, English Learners and Foster Youth as the strategies and scaffolds teachers will learn and implement are focused on the identified needs of these subgroups. In addition, as the strategies and scaffolds are appropriately beneficial to all students throughout the LEA, professional development is being provided to teachers on a LEA-wide basis.	

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
	2025 CAASPP Math: “All Students”: 3.9 PBS English Learners: 31.5 PBS (maintained 2.2) Foster Youth: 74.5 PBS (-4.9) Socioeconomically Disadvantaged: 18 PBS (maintained 2.2) **Scope:** LEA-wide		
1A(3)	**Action:** EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS **Need:** An analysis of the 2023 CA Schools Dashboard shows that several of our unduplicated subgroups are performing disproportionately lower than other student groups in ELA and math. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and foster youth were 53.2 points below (socioeconomically disadvantaged youth were 10 points above standard). On the CAASPP math assessment socioeconomically disadvantaged youth were 21.3 points below standard, English Learners were 44.6 below and Foster Youth were 84.8 below. Educational Partner input included the desire for continuing and additional after school tutoring and academic support as well as summer intervention programs. 2024 CA Dashboard data:	To address the needs of our English Learners and Foster Youth in showing progress toward content proficiency in ELA, and all unduplicated students in math, school sites will use formative and summative assessment data to develop and provide after school targeted tutoring and remediation programs aligned to the regular day curricula. In addition, the Departments of K-6 and 7-12 Instruction and the Office of Special Education will design and provide summer programming targeting the specific areas needing improvement. We expect that these actions and services will lead to improved academic outcomes for our English Learners and Foster Youth, as they are providing targeted support for their identified needs. As it is certain that other low-performing students would benefit from these programs, they will be provided on an LEA-wide basis.	CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA: English Learners: 20 points below standard Foster Youth: 34.6 points below Socioeconomically Disadvantaged: 8.7 points below CAASPP Math: English Leaners: 40 points below standard Foster Youth: 69.6 points below Socioeconomically Disadvantaged: 20.9 points below Justification to continue: 2025 CAASPP ELA: “All Students”: 24.9 PAS (+4.1) English Learners: 9.6 PBS (+10.5) Foster Youth: 54.4 PBS (-19.8) Socioeconomically Disadvantaged: 11.9 PAS (+3.2) 2025 CAASPP Math: “All Students”: 3.9 PBS English Learners: 31.5 PBS (maintained 2.2) Foster Youth: 74.5 PBS (-4.9) Socioeconomically Disadvantaged: 18 PBS (maintained 2.2) **Scope:** LEA-wide		
1A(4)	**Action:** RESOURCES TO SUPPORT ALL CONTENT AREAS **Need:**	To address potential resource inequities, and to provide supplemental remedial resources for teachers to use with small groups and in after school extended learning, school sites will purchase materials and supplies and provide co-	CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Children coming from socioeconomically disadvantaged homes, Englisher Learners, and Foster Youth, often lack supplemental educational opportunities, books, supplies, and appropriate technology due to their limited income. Students and parents report that areas of need may include no or limited access to basic resources and/or supplemental resources. These include items such as recreational books, limited access to reliable wi-fi hindering use of on-line tutoring and academic websites, lack of academic tools such as calculators, rulers, and highlighters. Student Percent Who Qualify for Free and Reduced Lunch (DataQuest) 2022-2023: 78.6% 2023-2024: 80.8% 2024-2025: 78.5% **Scope:** LEA-wide	curricular academic experiences. These materials and supplies will support academic learning such as math manipulatives and science equipment, language arts, social science, and visusal performing arts. We expect that these expenditures will lead to improved academic success for our low-income students, English Learners, and Foster Youth due to students having appropriate materials and resources. To maximize the impact of these expenditures, they are being provided on a LEA-wide basis.	
1A(5)	**Action:** STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING **Need:** An analysis of the 2023 CA Schools Dashboard shows that several of our unduplicated subgroups are performing disproportionately lower than other student groups in ELA and math. On the CAASPP	To address the needs of our socioeconomically disadvantaged, English Learners and Foster Youth in showing progress toward content proficiency, in ELA, and all unduplicated students in math, additional staffing such as instructional aides, social workers, and community liaisons have been added to assist with facilitating small group instruction, individual tutoring, school-home communication, and mental wellness services. Professional development will be provided to instructional aides by our Paraprofessionals on	CAASPP (Metric 1.1 and Metric 1.2), ELPAC (Metric 1.13)

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
	ELA assessment, English Learners were 22.7 points below standard and foster youth were 53.2 points below (socioeconomically disadvantaged youth were 10 points above standard). On the CAASPP math assessment socioeconomically disadvantaged youth were 21.3 points below standard, English Learners were 44.6 below and Foster Youth were 84.8 below. In the area of SEL, the data shows that there is a need for additional staffing focused on motivation and confidence building due to changes in the Metrics of Drop Out Rates, Suspension Rate, and Socio-emotional Well-Being. 2024 CA Dashboard data: CAASPP ELA: English Learners: 20 points below standard Foster Youth: 34.6 points below Socioeconomically Disadvantaged: 8.7 points below CAASPP Math: English Leaners: 40 points below standard Foster Youth: 69.6 points below Socioeconomically Disadvantaged: 20.9 points below Justification to continue: 2025 CAASPP ELA: “All Students”: 24.9 PAS (+4.1) English Learners: 9.6 PBS (+10.5) Foster Youth: 54.4 PBS (-19.8) Socioeconomically Disadvantaged: 11.9 PAS (+3.2)	Special Assignment (POSA) and Teachers on Special Assignment (TOSA). We expect that the services provided by additional personnel will contribute to improved academic proficiency in ELA, math, and English Language Development for our English Learners and Foster Youth. We also anticipate that additional staffing focused on SEL and mental wellness will contribute to increased confidence and motivation among these students. Because all students and parents, would benefit from additional staff, this action is being provided LEA-wide.	

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
	2025 CAASPP Math: “All Students”: 3.9 PBS English Learners: 31.5 PBS (maintained 2.2) Foster Youth: 74.5 PBS (-4.9) Socioeconomically Disadvantaged: 18 PBS (maintained 2.2) In the area of SEL and mental wellness: Metric 2.7 "Drop Out Rate" districtwide shows that there has been a slight increase from a baseline of 5.3% to 6.0%. Metric 2.27 "Suspension Rate" district wide dropped from 3.2% in the baseline year to 2.5% in the succeeding year, however increased slightly the following year to 2.7%. And Metric 2.12 for Socio-emotional Well-Being, as measured on the Annual Strategic Plan Survey, shows a slight decrease for the English Learner population from a baseline of 3.87 to 3.86 (-0.1). **Scope:** LEA-wide		
1A(7)	**Action:** ASSESSMENT AND DATA ANALYSIS **Need:** An analysis of the 2023 CA Schools Dashboard shows that several of our unduplicated subgroups are performing	To provide timely and disaggregated data needed for identifying specific areas of improvement for English Learners, Foster Youth, and low-income students in showing progress toward content proficiency, the District will provide site administrators with an annual data binder and EL progress monitoring reports and will provide	CAASPP (Metric 1.1 and Metric 1.2), ELPAC (Metric 1.13), EL reclassification rate (Metric 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disproportionately lower than other student groups in ELA and math. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and foster youth were 53.2 points below (socioeconomically disadvantaged youth were 10 points above standard). On the CAASPP math assessment socioeconomically disadvantaged youth were 21.3 points below standard, English Learners were 44.6 below and Foster Youth were 84.8 below. Disaggregated data such as this data for CAASPP, ELPAC, and reclassification rates by subgroup is key to being able to provide individualized programs and supports for students that are English Learners, Foster Youth, and socioeconomically disadvantaged. Data is analyzed at the school and district level to monitor the progress and proficiency of students towards our District Goals. Use of ongoing data is critical to not only ensuring students are meeting English proficiency and academic goals,but also assists in determining program effectiveness. 2024 CA Dashboard data: CAASPP ELA: English Learners: 20 points below standard Foster Youth: 34.6 points below Socioeconomically Disadvantaged: 8.7 points below CAASPP Math: English Leaners: 40 points below standard Foster Youth: 69.6 points below	professional development around accessing, organizing, and analyzing the data. The data binder analysis focuses on how to support the needs of NSLP eligible students, English Learners, and foster youth, which result in school site action steps. We expect this action to result in more effective professional development, more targeted after school interventions, an increase in student progress toward content proficiency, and higher rates of EL reclassification. Because this data will include all students and not simply unduplicated, this action is being provided LEA-wide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged: 20.9 points below Justification to continue: 2025 CAASPP ELA: “All Students”: 24.9 PAS (+4.1) English Learners: 9.6 PBS (+10.5) Foster Youth: 54.4 PBS (-19.8) Socioeconomically Disadvantaged: 11.9 PAS (+3.2) 2025 CAASPP Math: “All Students”: 3.9 PBS English Learners: 31.5 PBS (maintained 2.2) Foster Youth: 74.5 PBS (-4.9) Socioeconomically Disadvantaged: 18 PBS (maintained 2.2) **Scope:** LEA-wide		
1C(2)	**Action:** TECHNOLOGY **Need:** GGUSD conducted a family needs survey in 2020, with a specific focus on gathering data on our socioeconomically disadvantaged and foster youth students. According to the survey, 46% of parents reported that their child did not at that time have access to a personal device, 36% reported that their child would need to check out a device from the school in order to regularly complete assignments, 22% reported that they did not have regular access	In an effort to ensure that all students, specifically those in our unduplicated student population, have regular access to electronic devices and wi-fi hot spots the district has and will continue to make these available for check-out. As we move forward, school sites will continue to ask parents if they have need of a device and/or wi-fi hot spot for students to complete work at home. In addition, our Instructional Technology Department will continue to provide tools, resources, and professional development to teachers on best practices for how to most effectively embed technology in instruction, and staff in our Parent and Community Outreach Office will continue to	Student Strategic Plan Survey Support for Academics (Metric 1.12), New metric for a similar survey will be available in 2025 (Metric 1.27)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to the Internet, and 9% reported that they would need to check out a wi-fi hot spot in order for their child to participate in on-line learning. 27% of parents also reported that they and/or their child would need technology support to use and/or feel comfortable with regular device use. 2025 New metric - "Percentage of students who require district-provided technology to access curriculum" (as measured on the 2025 Annual District Survey): District Wide: 12% EL: 18% FY: 25% SED: 13% **Scope:** LEA-wide	work with parents to identify and address their needs. We expect that these actions and services will allow those students in our unduplicated groups who do not have access or regular access to technology or the Internet outside of class, to access needed class curricula and assignments as appropriate. To maximize the availability of technology to all students who may need assistance, these actions and services will be provided on a LEA-wide basis.	
1C(3)	**Action:** LIBRARIES **Need:** In the reading domain on the 2023 CAASPP ELA Assessment, 24.6% of students demonstrated that they were above standard, 56% were near standard, and 19.3% were below standard. The reading assessment is designed to measure understanding of literary and non-fictional texts. In addition, in the research and inquiry domain, 26.4% of students demonstrated that they were above standard, 58.6% near standard, and 15%	To provide and increase library access for our low-income, Foster Youth, and English Learners, supporting reading for pleasure, reading for class assignments, and conducting research, schools will hire staff and purchase books, technology, and software. We expect that these actions and services will lead to a greater number of unduplicated students having access to supplemental books for completing assignments or studying for tests, and for recreational reading to support content and English literacy. In addition, having libraries open before and after school allows students who do not	CAASPP ELA (Metric 1.1), Student Strategic Plan Survey Support for Academics (Metric 1.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard. This domain is designed to measure a student's ability to investigate, analyze, and present information. As demonstrated by the data shown below, there is a discrepancy in reading for unduplicated students compared to all, indicating a need for increased library access and its resources. 2024 CAASPP Reading Domain: Above Standard: All: 29%; EL: 4.12%; FY: 12.20%; SED: 24.6% Near Standard: All: 48.8%; EL: 47.80; FY: 58.54%; SED: 50.07% Below Standard: All: 22%; EL: 48.80%; FY: 29.27%; SED: 24.60% 2024 Research/Inquiry Domain: Above Standard: All: 38.5%; EL: 7.95%; FY: 14.63%; SED: 34.35% Near Standard: All:38.3%; EL: 40.57%; FY: 48.78%; SED: 39.53% Below Standard: All: 23%; EL: 51.47%; FY: 36.59%; SED: 26.11% 2025 CAASPP Reading Domain: Above Standard: All: 25.96%; EL: 4.21%: FY: 7.32%; SED: 26.04% Near Standard: All: 56.12%; EL: 46.60%; FY: 39.02%; SED: 49.52 Below Standard: All: 17.93%; EL: 49.2%; FY: 53.66%; SED: 24.45% 2025 Research/Inquiry Domain:	have access to a computer or printer at home to complete assignments. As all students will benefit from having resources and space to complete assignments, collaborate with peers and conduct research, these actions are being provided LEA-wide.	

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
	Above Standard: All: 26.70%; EL: 6.52%; FY: 12.20%; SED: 34.4% Near Standard: All: 58.97%; EL: 42.64%; FY: 34.15%; SED: 40.81% Below Standard: All: 14.33%: EL: 50.85%; FY: 53.66%; SED: 24.80% **Scope:** LEA-wide		
2A(3)	**Action:** CREDIT RECOVERY **Need:** For the 2022-2023 school year, 59.8% of graduating seniors were "A-G" eligible (qualifying for enrollment in a CSU/US). Specifically, 8% of students had a “D” grade, and 5% had an “F”. In order for a class to meet the requirements for A-G, a student must earn at least a “C” grade. Additionally, districtwide 57.1% of students met the CA Dashboard College and Career Readiness Indicator. 24.4% EL, 20% FY, and 54.8% were considered College and Career Ready. 2023-2024 Data: A-G Eligible: All: 61.4% EL: 30.9% FY: 31.3% SED: 59.2% College and Career Ready: All: 58.6%	To enable particularly our unduplicated, in recovering credits and/or to validate a "D" grade, we will offer d-validation and credit recovery classes for students both after school and during summer. We expect that these actions and services will lead to a greater number of unduplicated students (socioeconomically disadvantaged, Foster Youth, English Learner) qualifying for enrollment in a CSU/UC as they will enable students to improve individual class grades as well as their overall GPA. Because all students will benefit from having the ability to take credit recovery and d-validation classes, these actions are being provided LEA-wide. Staff will complete a transcript audit for all unduplicated students' in order to identify courses that students need to retake in order to continue to be a-g eligible. This will help students remain on track to identify specific ways these students can recover credits and/or validate "D" grades, actively encourage students to pursue credit recovery and/or validate "D" grades, and/or track students' progress in doing so.	"D" (Metric 1.6) and "F" rate (Metric 1.7); GPA (Metric 1.5); A-G rate (Metric 3.1), College and Career Readines (Metric 3.17)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 25.3% FY: 21.1% SED: 56.6% 2024-2025 Data: A-G Eligible: All: 65.1% EL: 36.6% FY: 28.6% SED: 63.3% College and Career Ready: All: 63.4% EL: 32.2% FY: 29.4% SED: 61.8% **Scope:** LEA-wide		
2B(1)	**Action:** PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING) **Need:** An analysis of the Strategic Plan Survey data within the Socioemotional Wellbeing domain reveals positive growth district-wide, but underscores a critical, widening gap for our most vulnerable student population. Between 2024 and 2025, the "All Students" district-wide average increased from 3.85 to 3.90 (out of 5.0). This upward trend was mirrored by Socioeconomically Disadvantaged (SED)	To support the mental, physical, social, and emotional well-being of unduplicated students and their families, the District will, where needed, increase the number of and/or hours for school psychologists, social workers, mental health specialists, community liaisons, school nurses, and school site health aides. Staff will be able to provide SEL activities to foster mental wellness with a focus on providing access to these services for our English Learners, Foster Youth, and socioeconomically disadvantaged students. We anticipate that additional personnel trained in supporting mental wellbeing will improve metal health for our English Learners, Foster Youth, and	Student Strategic Plan survey, “Socioemotional Wellbeing” domain (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students (moving from 3.84 to 3.90) and English Learners (EL) (improving from 3.81 to 3.86). However, a distinct inequity emerged for Foster Youth (FY). While other student groups experienced growth, the socioemotional well-being score for Foster Youth decreased significantly, dropping from 3.84 in 2024 down to 3.75 in 2025. This decline identifies a unique and urgent need to target specialized socioemotional interventions, trauma-informed counseling, and dedicated case management specifically toward our Foster Youth to reverse this trend and ensure equitable well-being outcomes. District-Wide for All Students: On the 2023 Strategic Plan Survey, 56% of students agreed or strongly agreed that they were “happy to be at my school”, 56% agreed or strongly agreed that they “feel like I am part of this school” and 62% agreed or strongly agreed that “at least one adult at my school who really cares about me”. For the domain titled “socioemotional Wellbeing”, the average student response was 3.85 out of 5. 2024 Strategic Plan Survey: Students who Agree or Strongly Agree: I Am happy to be at this school: 58% I feel part of this school: 60% There is at least one adult who really cares about me: 71%	socioeconomically disadvantaged students as measured on the annual Strategic Plan survey. Staff will actively encourage unduplicated students to participate in SEL activities and monitor their participation, and track these students' perceptions of their wellbeing and mental health. Because all students can experience issues with mental wellness, these personnel will be made available LEA-wide.	

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
	Socioemotional wellbeing: average student response: 3.86 out of 5 2025 Strategic Plan Survey: Students who Agree or Strongly Agree: I Am happy to be at this school: 60% I feel part of this school: 62% There is at least one adult who really cares about me: 68% Socioemotional wellbeing: average student response: 3.90 out of 5 **Scope:** LEA-wide		
3A(1)	**Action:** COLLEGE/CAREER PROGRAMS AND EVENTS **Need:** On the 2023 CA Dashboard, 57.1% of all students were designated “prepared” on the College/Career indicator. Comparatively, 24.4% of English Learners and 20% of Foster Youth were designated as prepared (54.8% of socioeconomically disadvantaged youth were prepared). 2024 CA Dashboard College and Career Indicator: % of Students "Prepared" All: 58.6% EL: 25.3% FY: 21.1% SED: 56.6%	In order to meet the needs of English Learners, Foster Youth and socioeconomically disadvantaged students, the District will provide 1) college mentors (CCMP program) to facilitate small group sessions for 6th graders focused on college awareness and preparedness, 2) access to CCGI (California College Guidance Initiative) tools for exploring post-secondary options and institutions, and 3) events such as College Fair, Roadmap to College, and Life After High School. The services are primarily provided to our English Learners, Foster Youth, and socioeconomically disadvantaged students. Staff will actively encourage unduplicated pupils' participation in activities/services and monitor their participation, and track these students' motivation to meet the requirements to be designated "prepared." We expect these actions and services to increase the motivation of English Learners, Foster Youth,	% of students who are designated as “prepared” on the CA Dashboard College and Career Indicator (Metric 3.17)

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
	2025 CA Dashboard College and Career Indicator: % of Students "Prepared" All: 63.4% EL: 32.2% FY: 29.4% SED: 15.0% **Scope:** LEA-wide	and socioeconomically disadvantaged students to meet the requirements to be designated "prepared" on the CA Dashboard College and Career Indicator. Because all students benefit from being college-ready, these actions and services are being provided LEA-wide.	
3A(2)	**Action:** MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS **Need:** On the 2023 CA Dashboard, 54.9% of all students, 52.4% of English Learners, 24.9% of socioeconomically disadvantaged students, and 20% of Foster Youth completed A-G requirements making them UC/CSU eligible. (Note, these numbers are based on the combined 4- and 5-year graduation rate). Students A-G Eligible: (Four-Year Cohort) All: 59.8% (2023) 61.4% (2024) 65.1% (2025) EL: 30.3% (2023) 30.9% (2024) 36.6% (2025) FY: 26.7% (2023) 31.3% (2024) 28.6% (2025) SED: 57% (2023) 59.2% (2024) 63.3% (2025) **Scope:** LEA-wide	To meet the needs of English Learners, socioeconomically disadvantaged and Foster Youth, credit recovery and "D" validation classes will be offered after school and in the summer to enable them to complete A - G subject requirements (courses required for minimum eligibility to enroll in a four year university). In addition, college mentors (College Boost program) will be available to work with students to assist with completing college enrollment and financial aid applications and follow-through. We expect these actions to increase the A-G rate and college enrollment for English Learners, Foster Youth, and socioeconomically disadvantaged students. To maximize the impact of these opportunities, these actions and services will be provided LEA-wide.	A-G rate (Metric 3.1), College and Career Indicator (Metric 3.17)
3B(2)	**Action:**	In order to meet the needs of English Learners, Foster Youth and socioeconomically	% CTE Pathway Completers (Metric 3.3)

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
	COLLEGE / CAREER PATHWAYS AND OPTIONS **Need:** On the 2023 CA Dashboard, 29.7% of all students, 30.2% of English Learners, 29.9% of socioeconomically disadvantaged students, and 5% of Foster Youth completed at least one CTE pathway. 2024 CA Dashboard College and Career: Percent of students who completed at least one CTE Pathway: All: 30.7% EL: 30.8% FY: 15% SED: 31.3% 2025 CA Dashboard College and Career: Percent of students who completed at least one CTE Pathway: All: 33.6% EL: 36.3% FY: 29.4% SED: 33.6% While California School Dashboard data indicates that our Unduplicated Pupils (UPP) complete at least one CTE pathway at a rate similar to the "All Students" group, an analysis of intersecting local data reveals a distinct gap in pathway persistence and comprehensive postsecondary preparation. Specifically, only 12% of English Learners, 19% of Socioeconomically Disadvantaged students,	disadvantaged students with respect to College and Career Readiness, the District will provide opportunities for students to learn about and explore various college and career options as well as receive academic support to meet A-G requirements. The district will focus on the 12 Essential Elements of a High Quality College and Career Pathway developed by CWPJAC through partnering with local community agencies and businesses. We expect these actions and services to increase the percentage of English Learners, Foster Youth, and socioeconomically disadvantaged students that complete at least one CTE pathway. To maximize the impact of these opportunities, these actions and services will be provided LEA-wide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and 0% of Foster Youth who completed a CTE pathway also met UC/CSU A-G requirements, compared to 20% of the "All Students" group. Therefore, while our UPP students achieve equitable access to CTE pathway completion, they experience a significant disparity in successfully bridging career technical education with university-readiness alignment. **Scope:** LEA-wide		

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
1A(8)	**Action:** FOSTER AND HOMELESS YOUTH SUPPORT **Need:** An analysis of the 2023 CA Schools Dashboard shows our Foster Youth were 53.2 points below standard, and on the CAASPP math assessment 84.8 below. In addition, Foster Youth graduated at a rate of 75% compared to “all students” at 92.7%. Foster Youth were chronically absent 40.6% compared to “all students” at 22.2%. Outcome	In order to address the needs of our Foster and Homeless Youth with making progress toward academic success and personal growth, we will provide transportation support; after school and summer intervention programs; positive behavior intervention support; counseling and wellness services; fieldtrips; 5th year in order to maintain A-G status, attendance support; and support for parents and guardians with medical, food, clothing, and childcare referrals through our Family Resource Centers.	CAASPP (Metric 1.1 and 1.2), graduation rate (Metric 2.8), chronic absenteeism rate (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	data, feedback received from the annual strategic plan survey, and input from all educational partner groups identified the need to provide additional expanded learning opportunities to all students and student subgroups. 2024 Data for Foster Youth: CAASPP ELA Points Below Standard: 36.6 CAASPP Math Points Below Standard: 20.0 Graduation Rate: 85% (All students 93.1%) Chronic Absenteeism: 31.8% (All students 14.4%) 2025 Data for Foster Youth: CAASPP ELA Pts Below Standard: 54.4 CAASPP Math Pts Below Standard: 74.5 Graduation Rate: 82.4% Chronic Abs: 36.6% 2025 Data for Homeless Youth: CAASPP ELA Pts Below Standard: 23.3 CAASPP Math Pts Below Standard: 49.8 Graduation Rate: 78.5% Chronic Abs: 24.5% **Scope:** Limited to Unduplicated Student Group(s)	We expect that these actions and services will provide our Foster and Homeless Youth with the additional support they need to make progress toward academic and personal growth.	
1B(1)	**Action:** ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT **Need:**	At the intermediate and high school level, content classes will incorporate Constructing Meaning strategies to support English Learners develop language proficiency alongside content proficiency. Teachers will receive on-going professional development and in-class coaching to	ELPAC (Metric 1.13), reclassification rates (Metric 1.15), CAASPP ELA (Metric 1.1)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	An analysis of the 2023 CA Schools Dashboard shows that our English Learners are performing disproportionately lower than other student groups. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and on the CAASPP math assessment English Learners were 44.6 below standard. Data further shows that 55.3% of English Learners are making progress towards English proficiency, with 17.7% decreasing at least one ELPI level. Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. 2024 CA Schools Dashboard: CAASPP ELA: 20 points below standard CAASPP Math: 40 points below standard ELPI: 20.34% Declined at least one level on ELPI: 22.2% 2025 CA Schools Dashboard (ELs): CAASPP ELA: 9.6 points below standard CAASPP Math: 31.5 points below standard English Learner Progress: 51% Declined at least one level on ELPI: 19.2% **Scope:** Limited to Unduplicated Student Group(s)	support learning and implementing these programs and strategies. We anticipate our English Learners will make progress towards English language proficiency because of the strategies their teachers learn during professional development sessions and in-class support.	
1B(2)	**Action:** SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	To ensure the continued success of reclassified English Learners (RFEP) as measured on state and local assessments, an annual follow-up consultation takes place on the reclassification	CAASPP ELA (Metric 1.1) and Math (Metric 1.2), benchmarks (Metric 1.3 and Metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: RFEP students have continued to outperform their counterparts, with an 85% proficiency rate on the CAASPP ELA, and 67% on math (all students were 58% and 48% respectively). In addition, on the district benchmark assessments, RFEP students outperformed all students with a proficiency rate of 77% on ELA and 73% on math (all students were 57% and 59% respectively. Parents and staff agree that it continues to be important to monitor the progress of reclassified students to ensure on-going success in their coursework. Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. 2024 Data: Percent Proficient CAASPP ELA: 85.38% (RFEP) 59.42% (All) CAASPP Math: 68.37% (RFEP) 49.15% (All) 2025 Data: Percent Proficient CAASPP ELA: 86.15% (RFEP) 59.42% (All) CAASPP Math: 69.76% (RFEP) 49.15% (All) **Scope:** Limited to Unduplicated Student Group(s)	anniversary. Students not making satisfactory progress on the CAASPP, district benchmarks, and district writing assessment are referred for follow-up.	
1B(3)	**Action:** EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT ENGLISH LEARNERS **Need:**	In order to address the needs of our English Learners with making progress towards English proficiency, we will provide after school and summer programs that support English Language development using speaking and writing to learn strategies.	ELPAC (Metric 1.13), reclassification rates (Metric 1.15), CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	An analysis of the 2023 CA Schools Dashboard shows that our English Learners are performing disproportionately lower than other student groups. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and on the CAASPP math assessment English Learners were 44.6 below standard. Data further shows that 55.3% of English Learners are making progress towards English proficiency, with 17.7% decreasing at least one ELPI level. Additionally, Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. 2024 CA Schools Dashboard: CAASPP ELA: 20 points below standard CAASPP Math: 40 points below standard ELPI: 20.34% Declined at least one level on ELPI: 22.2% 2025 CA Schools Dashboard (ELs): CAASPP ELA: 9.6 points below standard CAASPP Math: 31.5 points below standard English Learner Progress: 51% Declined at least one level on ELPI: 19.2% **Scope:** Limited to Unduplicated Student Group(s)	We expect that these actions and services will provide our English Learners with the additional support they need to make progress toward English proficiency as well as with ELA and math proficiency.	
1B(4)	**Action:**	In order to address the needs of our Long-Term English Learners with making progress towards English proficiency, we will provide after school	ELPAC LTEL (Metric 1.14), RFEP (Metric 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS **Need:** Long-Term English Learners outperformed English Learners on the ELPAC, with a 26% proficiency rate in comparison to EL students scoring 23%. However, the reclassification rate for LTELs was 1.9%, which was 6.7% lower than the EL reclassification rate. It is evident that additional targeted intervention is needed to support LTELs since there are additional assessments needed in order for a student to reclassify. Parents and staff agree that it continues to be important to monitor the progress of reclassified students to ensure on-going success in their coursework. Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. 2023-2024 ELPAC Summative Assessment EL: 23.3% LTEL: 15.49% 2023-2024 Reclassification Rate: EL: 13.8% LTEL: 7.88% 2024-25 ELPAC Summative Assessment EL: 21.50% LTEL: 17.88%	and summer programs that support English Language development using speaking and writing to learn strategies. We expect that these actions and services will provide our Long-Term English Learners with the additional support they need to make progress toward English proficiency as well as with ELA and math proficiency.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2024-2025 Reclassification Rate: EL: 11.29% LTEL: 10.49% **Scope:** Limited to Unduplicated Student Group(s)		
1B(5)	**Action:** ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION **Need:** For the 2023 Annual Strategic Plan survey completed by parents, there was a total of 15,703 respondents. Of that total, only 1,514 (9.6%) identified as being the parent of an English Learner. In addition, at the District English Learner Advisory Committee (DELAC) LCAP input session, parents expressed the need for more parents of English Learners to attend site and district meetings to become more informed about how to help their children be more successful in school. 2024 Annual Strategic Plan Survey (Parents): 14,298 total parent responses 30% of respondents were parents of EL students 2025 Annual Strategic Plan Survey (Parents): 14,298 total parent responses 27% of respondents were parents of EL students. Opportunities for Parent Involvement: 4.16/5.0	To support parents of English Learners, the district will provide LEA-level support through the Parent and Community Outreach office, LEA-level community liaisons and school-based community liaisons. We expect that these actions and services will help bridge the gap for parents who may not speak English as their primary language and will provide the parents and families of English Learners the knowledge and resources they need to support their children with making progress toward English proficiency and in ELA and math proficiency.	Parent Strategic Plan Survey “Climate” domain disaggregated for EL Parents (Metric 2.24)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	DELAC site representatives continue to ask for Parent Education and opportunities for Parents to learn more about how they can assist their children. **Scope:** Limited to Unduplicated Student Group(s)		
1B(6)	**Action:** ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL **Need:** An analysis of the 2023 CA Schools Dashboard shows that our English Learners are performing disproportionately lower than other student groups. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and on the CAASPP math assessment English Learners were 44.6 below standard. Data further shows that 55.3% of English Learners are making progress towards English proficiency, with 17.7% decreasing at least one ELPI level. Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. 2024 CA Schools Dashboard: CAASPP ELA: 20 points below standard CAASPP Math: 40 points below standard ELPI: 20.34% Declined at least one level on ELPI: 22.2%	To support English Learners and Long-Term English Learners in their progress towards English and content proficiency, we will maintain district and site-level personnel support services such as bilingual liaisons, bilingual instructional aides, Teachers on Special Assignment, and personnel in the Assessment and Registration Center (ARC).	ELPAC (Metric 1.13), reclassification rates (Metric 1.15), CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2025 CA Schools Dashboard (ELs): CAASPP ELA: 9.6 points below standard CAASPP Math: 31.5 points below standard English Learner Progress: 51% Declined at least one level on ELPI: 19.2% **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

- GGUSD continues to add Instructional Aides to assist in combination classrooms and special education classrooms in support of action 1A(5), Staffing & Instructional Support.
- We increased School Community Liaisons positions in support of action 1B(5) - Parent Involvement/Education,
- To increase mental health support and services, GGUSD hired additional School Social Workers in 2022-23 in support of LCAP action 2B(1), Support Services/Pupil Services.

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	1:48	1:38

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 certificated staff providing direct services to students	1:22	1:23

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	426,441,261	140,757,242	33.007%	2.763%	35.770%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$537,071,874.00	$89,974,882.00	$646,375.00	$47,678,901.00	$675,372,032.00	$574,091,259.00	$101,280,773.00

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
1A	1A(1)	IMPLEMENTATION OF CALIFORNIA STATE STANDARDS AND TEXTBOOK CURICULUM MATERIALS	All	No			All Schools	On-going	$0.00	$2,972,485.00	$2,900,790.00			$71,695.00	$2,972,485.00	
1A	1A(2)	PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$14,535,390.00	$931,550.00	$13,336,448.00			$2,130,492.00	$15,466,940.00	
1A	1A(3)	EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$13,760,692.00	$20,428,907.00	$9,462,487.00	$24,012,115.00		$714,997.00	$34,189,599.00	
1A	1A(4)	RESOURCES TO SUPPORT ALL CONTENT AREAS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$18,800,464.00	$27,132,323.00	$35,633,367.00			$10,299,420.00	$45,932,787.00	
1A	1A(5)	STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$39,436,416.00	$17,662.00	$39,454,078.00				$39,454,078.00	
1A	1A(6)	STAFFING AND INSTRUCTIONAL SUPPORT: NON-CONTRIBUTING	All	No			All Schools	On-going	$255,201,175.00	$1,239,538.00	$255,463,980.00			$976,733.00	$256,440,713.00	
1A	1A(7)	ASSESSMENT AND DATA ANALYSIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$685,535.00		$641,399.00				$641,399.00	
1A	1A(8)	FOSTER AND HOMELESS YOUTH SUPPORT	Foster Youth	Yes	Limited to Unduplicated	Foster Youth	All Schools	On-going	$206,443.00	$170,945.00	$141,373.00		$235,726.00	$289.00	$377,388.00	

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
					Student Group(s)											
1A	1A(9)	Specialized Academic Instructional Services and Access to Curriculum	Students with Disabilities	No			All Schools	On-going	$84,529,270.00	$6,979,668.00		$63,859,849.00		$27,649,089.00	$91,508,938.00	
1B	1B(1)	ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$978,478.00	$145,176.00	$788.00			$1,122,866.00	$1,123,654.00	
1B	1B(2)	SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$0.00	$50,000.00	$50,000.00				$50,000.00	
1B	1B(3)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT ENGLISH LEARNERS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$10,435,240.00	$96,809.00	$10,532,049.00				$10,532,049.00	
1B	1B(4)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$99,442.00	$0.00	$99,442.00				$99,442.00	
1B	1B(5)	ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$5,471,534.00	$300,207.00	$5,366,048.00			$405,693.00	$5,771,741.00	
1B	1B(6)	ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	On-going	$4,102,542.00	$258,682.00	$4,361,224.00				$4,361,224.00	

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
					s)											
1C	1C(1)	SELF-REGULATORY SKILLS	All	No			All Schools	On-going	$0.00	$17,013.00				$17,013.00	$17,013.00	
1C	1C(2)	TECHNOLOGY	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$6,331,581.00	$10,527,436.00	$16,857,472.00			$1,545.00	$16,859,017.00	
1C	1C(3)	LIBRARIES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,263,793.00	$36,771.00	$1,655,190.00			$645,374.00	$2,300,564.00	
2A	2A(1)	PRACTICES THAT BUILD MOTIVATION	All	No			All Schools	On-going	$0.00	$20,000.00	$20,000.00				$20,000.00	
2A	2A(2)	ATTENDANCE	All	No			All Schools	On-going	$1,132,638.00	$115,647.00	$1,248,285.00				$1,248,285.00	
2A	2A(3)	CREDIT RECOVERY	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$0.00	$46,000.00	$46,000.00				$46,000.00	
2B	2B(1)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$5,906,864.00	$26,629.00	$5,933,493.00				$5,933,493.00	
2B	2B(2)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (NON-CONTRIBUTING)	All Students with Disabilities	No			All Schools	On-going	$12,709,810.00	$8,488,155.00	$21,055,754.00			$142,211.00	$21,197,965.00	
2B	2B(3)	SCHOOL CONNECTEDNESS	All	No			All Schools	On-going	$3,883,793.00	$1,905,172.00	$5,788,965.00				$5,788,965.00	
2C	2C(1)	WELCOMING CLIMATE	All	No			All Schools	On-going	$2,278,273.00	$4,057.00				$2,282,330.00	$2,282,330.00	
2C	2C(2)	PARENT/COMMUNITY OUTREACH	All	No			All Schools	On-going	$696,561.00	$75,921.00				$772,482.00	$772,482.00	
2C	2C(3)	COMMUNICATION	All	No			All Schools	On-going	$771,246.00	$851,534.00	$1,622,780.00				$1,622,780.00	
2C	2C(4)	FACILITIES MAINTENANCE	All	No			All Schools	On-going	$56,933,669.00	$10,857,663.00	$67,791,332.00				$67,791,332.00	

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
2C	2C(5)	CAMPUS SAFETY	All	No			All Schools	On-going	$4,210,369.00	$2,091,978.00	$6,302,347.00				$6,302,347.00	
2C	2C(6)	CLIMATE AND CULTURE TRAINING FOR ALL STAFF	All	No			All Schools	On-going	$0.00	$36,000.00				$36,000.00	$36,000.00	
2C	2C(7)	PROVIDE SUPPORT TO PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS	All	No			All Schools	On-going	$0.00	$25,000.00	$25,000.00				$25,000.00	
2C	2C(8)	TRANSPORTATION	All	No			All Schools	On-going	$16,001,790.00	$2,547,919.00	$18,549,709.00				$18,549,709.00	
3A	3A(1)	COLLEGE/CAREER PROGRAMS AND EVENTS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$5,948.00	$5,948.00				$5,948.00	
3A	3A(2)	MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$8,169,648.00	$170,000.00	$8,339,648.00				$8,339,648.00	
3A	3A(3)	COLLEGE ENTRANCE AND READINESS	All	No			All Schools	On-going	$0.00	$134,000.00	$134,000.00				$134,000.00	
3B	3B(1)	STUDENT TRACKER	All	No			All Schools	On-going	$0.00	$4,000.00	$4,000.00				$4,000.00	
3B	3B(2)	COLLEGE / CAREER PATHWAYS AND OPTIONS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$4,179,485.00	$2,426,413.00	$4,248,478.00	$1,536,099.00	$410,649.00	$410,672.00	$6,605,898.00	
4	4(1)	Data analysis and Needs Assessment	All	No			Specific Schools: Hare High School 11-12	On-going	$0.00	$12,163.00		$12,163.00			$12,163.00	
4	4(2)	Professional Development Focused on Scaffolds and Strategies specific to English Language Arts and Mathematics	All	No			Specific Schools: Hare High School 11-12	On-going	$0.00	$47,057.00		$47,057.00			$47,057.00	
4	4(3)	In-class coaching and support	All	No			Specific Schools: Hare High School	On-going	$0.00	$0.00		$0.00			$0.00	

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
							11-12									
4	**4(4)**	Transportation	All	No			Specific Schools: Hare High School 11-12	On-going	$0.00	$12,163.00		$12,163.00			$12,163.00	
4	**4(5)**	Personnel to Support Academic Skills and Socio-emotional Wellbeing and Mental Wellness	All	No			Specific Schools: Hare High School 11-12	On-going	$379,118.00	$0.00		$379,118.00			$379,118.00	
4	**4(6)**	Implementation of California State Standards and Curriculum Materials	All	No			Specific Schools: Hare High School 11-12	On-going	$0.00	$19,709.00		$19,709.00			$19,709.00	
4	**4(7)**	Strategies and Services to Support Socio-emotional Wellbeing and Mental Wellness	All	No			Specific Schools: Hare High School 11-12	On-Going	$0.00	$55,578.00		$55,578.00			$55,578.00	
4	**4(8)**	English Learner and Long-Term English Learner Support	All	No			Specific Schools: Hare High School Grades 11-12	On-going	$0.00	$41,031.00		$41,031.00			$41,031.00	

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
426,441,261	140,757,242	33.007%	2.763%	35.770%	$156,164,932.00	0.000%	36.621 %	**Total:**	$156,164,932.00
								LEA-wide Total:	$135,614,008.00
								Limited Total:	$20,550,924.00
								Schoolwide Total:	$0.00

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 (%)
1A	**1A(2)**	PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,336,448.00	
1A	**1A(3)**	EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,462,487.00	
1A	**1A(4)**	RESOURCES TO SUPPORT ALL CONTENT AREAS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,633,367.00	
1A	**1A(5)**	STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,454,078.00	
1A	**1A(7)**	ASSESSMENT AND DATA ANALYSIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$641,399.00	

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 (%)
1A	1A(8)	FOSTER AND HOMELESS YOUTH SUPPORT	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$141,373.00	
1B	1B(1)	ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$788.00	
1B	1B(2)	SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
1B	1B(3)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT ENGLISH LEARNERS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,532,049.00	
1B	1B(4)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$99,442.00	
1B	1B(5)	ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,366,048.00	
1B	1B(6)	ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,361,224.00	
1C	1C(2)	TECHNOLOGY	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,857,472.00	
1C	1C(3)	LIBRARIES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,655,190.00	
2A	2A(3)	CREDIT RECOVERY	Yes	LEA-wide	English Learners Foster Youth	All Schools	$46,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2B	**2B(1)**	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,933,493.00	
3A	**3A(1)**	COLLEGE/CAREER PROGRAMS AND EVENTS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,948.00	
3A	**3A(2)**	MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,339,648.00	
3B	**3B(2)**	COLLEGE / CAREER PATHWAYS AND OPTIONS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,248,478.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$746,997,473.00	$725,410,063.00

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)
1A	**1A(1)**	IMPLEMENTATION OF CALIFORNIA STATE STANDARDS AND TEXTBOOK CURICULUM MATERIALS	No	$2,999,430.00	2876779
1A	**1A(2)**	PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT	Yes	$14,375,463.00	15628535
1A	**1A(3)**	EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS	Yes	$32,740,020.00	50085511
1A	**1A(4)**	RESOURCES TO SUPPORT ALL CONTENT AREAS	Yes	$47,399,335.00	32159271
1A	**1A(5)**	STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING	Yes	$44,132,196.00	42022242
1A	**1A(6)**	STAFFING AND INSTRUCTIONAL SUPPORT: NON-CONTRIBUTING	No	$299,306,792.00	280984316
1A	**1A(7)**	ASSESSMENT AND DATA ANALYSIS	Yes	$647,802.00	482140
1A	**1A(8)**	FOSTER AND HOMELESS YOUTH SUPPORT	Yes	$279,020.00	364864
1A	**1A(9)**	Specialized Academic Instructional Services and Access to Curriculum	No	$112,471,955.00	108353649

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)
1B	1B(1)	ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT	Yes	$1,498,082.00	1217551
1B	1B(2)	SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	Yes	$50,000.00	2427
1B	1B(3)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT ENGLISH LEARNERS	Yes	$9,141,411.00	10267611
1B	1B(4)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS	Yes	$99,915.00	101661
1B	1B(5)	ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION	Yes	$6,209,923.00	6449362
1B	1B(6)	ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL	Yes	$4,901,421.00	4521828
1C	1C(1)	SELF-REGULATORY SKILLS	No	$13,379.00	1167834
1C	1C(2)	TECHNOLOGY	Yes	$13,805,544.00	12078981
1C	1C(3)	LIBRARIES	Yes	$2,450,926.00	2527537
2A	2A(1)	PRACTICES THAT BUILD MOTIVATION	No	$20,000.00	200198
2A	2A(2)	ATTENDANCE	No	$1,730,801.00	1225799
2A	2A(3)	CREDIT RECOVERY	Yes	$46,000.00	55207

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)
2B	2B(1)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING)	Yes	$5,925,734.00	6129896
2B	2B(2)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (NON-CONTRIBUTING)	No	$22,325,835.00	24576109
2B	2B(3)	SCHOOL CONNECTEDNESS	No	$4,975,906.00	5063550
2C	2C(1)	WELCOMING CLIMATE	No	$2,187,317.00	2011965
2C	2C(2)	PARENT/COMMUNITY OUTREACH	No	$752,681.00	852599
2C	2C(3)	COMMUNICATION	No	$1,592,719.00	1479023
2C	2C(4)	FACILITIES MAINTENANCE	No	$72,567,278.00	69994429
2C	2C(5)	CAMPUS SAFETY	No	$6,140,960.00	5656644
2C	2C(6)	CLIMATE AND CULTURE TRAINING FOR ALL STAFF	No	$40,000.00	211935
2C	2C(7)	PROVIDE SUPPORT TO PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS	No	$25,000.00	2681
2C	2C(8)	TRANSPORTATION	No	$20,394,664.00	21726745
3A	3A(1)	COLLEGE/CAREER PROGRAMS AND EVENTS	Yes	$2,264.00	32144
3A	3A(2)	MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS	Yes	$8,664,284.00	9141936

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)
3A	**3A(3)**	COLLEGE ENTRANCE AND READINESS	No	$134,000.00	100189
3B	**3B(1)**	STUDENT TRACKER	No	$4,000.00	3465
3B	**3B(2)**	COLLEGE / CAREER PATHWAYS AND OPTIONS	Yes	$6,429,590.00	5241976
4	**4(1)**	Data analysis and Needs Assessment	No	$20,670.00	5859
4	**4(2)**	Professional Development Focused on Scaffolds and Strategies specific to English Language Arts and Mathematics	No	$116,574.00	6813
4	**4(3)**	In-class coaching and support	No	$0.00	0
4	**4(4)**	Transportation	No	$20,669.00	4026
4	**4(5)**	Personnel to Support Academic Skills and Socio-emotional Wellbeing and Mental Wellness	No	$76,574.00	370601
4	**4(6)**	Implementation of California State Standards and Curriculum Materials	No	$41,339.00	16470
4	**4(7)**	Strategies and Services to Support Socio-emotional Wellbeing and Mental Wellness	No	$140,000.00	3546
4	**4(8)**	English Learner and Long-Term English Learner Support	No	$100,000.00	4159

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)
138,725,496	$156,628,894.00	$143,680,784.00	$12,948,110.00	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)
1A	1A(2)	PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT	Yes	$12,068,546.00	12248711		
1A	1A(3)	EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS	Yes	$9,612,021.00	9938683		
1A	1A(4)	RESOURCES TO SUPPORT ALL CONTENT AREAS	Yes	$35,273,660.00	25855364		
1A	1A(5)	STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING	Yes	$44,132,196.00	41850283		
1A	1A(7)	ASSESSMENT AND DATA ANALYSIS	Yes	$647,802.00	482140		
1A	1A(8)	FOSTER AND HOMELESS YOUTH SUPPORT	Yes	$278,795.00	151621		
1B	1B(1)	ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT	Yes	$762.00	510		
1B	1B(2)	SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	Yes	$50,000.00	0		
1B	1B(3)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO	Yes	$9,141,411.00	10267611		

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)
		SUPPORT ENGLISH LEARNERS					
1B	1B(4)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS	Yes	$99,915.00	101661		
1B	1B(5)	ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION	Yes	$5,819,494.00	6093552		
1B	1B(6)	ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL	Yes	$4,901,421.00	4521827		
1C	1C(2)	TECHNOLOGY	Yes	$13,805,544.00	11714358		
1C	1C(3)	LIBRARIES	Yes	$1,806,385.00	1820365		
2A	2A(3)	CREDIT RECOVERY	Yes	$46,000.00	55207		
2B	2B(1)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING)	Yes	$5,925,734.00	5978275		
3A	3A(1)	COLLEGE/CAREER PROGRAMS AND EVENTS	Yes	$2,264.00	32144		
3A	3A(2)	MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS	Yes	$8,664,284.00	9141936		
3B	3B(2)	COLLEGE / CAREER PATHWAYS AND OPTIONS	Yes	$4,352,660.00	3426536		

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)
420,656,822	138,725,496	3.941	36.919%	$143,680,784.00	0.000%	34.156%	$11,622,797.36	2.763%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

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

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

GGUSD 2024-2027 LCAP

Appendix A

2023 Dashboard Required Actions [student groups in RED]

LEAs must include one or more specific actions within the LCAP if the LEA has Red indicators on the 2023 Dashboard for 1) a student group within the LEA, 2) a school within the LEA, and/or 3) a student group within any school within the LEA.

Specific action(s) - must be directed towards the identified student group(s) and/or school(s)
- must address the identified indicator(s) for which the student group or school received the lowest performance level

Garden Grove	Tech Asst Status	Equity Multiplier	ELA	LCAP Goal/Action	Math	LCAP Goal/Action	ELPI	LCAP Goal/Action	Chronic Absenteeism	LCAP Goal/Action	Graduation Rate	LCAP Goal/Action	Suspension Rate	LCAP Goal/Action	College/Career	LCAP Goal/Action
District			**SWD**	1A(3) - Extended Learning					**EL, MR**	2A(2) - Attendance			**FOS, AI**	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Agnes Ware Stanley Elementary									EL	2A(2) - Attendance						
Alamitos Intermediate	ATSI		SWD	1A(3) - Extended Learning	SWD	1A(3) - Extended Learning			ALL, EL, SWD, HI	2A(2) - Attendance			ALL, EL, SED, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Bolsa Grande High			EL	1B(3) - Extended Learning and Spec Prog to Support ELs	EL, SWD, HI	1A(3) - Extended Learning 1B(3) Extended Learning and Spec Prog to Support ELs							SWD	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Brookhurst Elementary													ALL, EL, SED, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Bryant Elementary					SWD	1A(3) - Extended Learning			EL, AS	2A(2) - Attendance						
C. C. Violette Elementary									ALL, EL, SED	2A(2) - Attendance						
Clinton Elementary			SWD	1A(3) - Extended Learning												

Appendix A

Garden Grove	Tech Asst Status	Equity Multiplier	ELA	LCAP Goal/Action	Math	LCAP Goal/Action	ELPI	LCAP Goal/Action	Chronic Absenteeism	LCAP Goal/Action	Graduation Rate	LCAP Goal/Action	Suspension Rate	LCAP Goal/Action	College/Career	LCAP Goal/Action
Donald S. Jordan Intermediate	ATSI		SWD	1A(3) - Extended Learning	SWD	1A(3) - Extended Learning			EL, SWD, HI	2A(2) - Attendance			EL, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Dr. Walter C. Ralston Intermediate	ATSI		SWD	1A(3) - Extended Learning	EL, SWD, HI	1A(3) - Extended Learning 1B(3) Extended Learning and Spec Prog to Support ELs			EL	2A(2) - Attendance			SWD	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Dwight D. Eisenhower Elementary					SWD	1A(3) - Extended Learning			ALL, EL, SED, HI	2A(2) - Attendance						
Earl Warren Elementary			SWD	1A(3) - Extended Learning			ALL	1B(1) - ELD Program and Prof Dev	ALL, EL, SED, SWD, AS, HI	2A(2) - Attendance						
Edward Russell Elementary			EL	1B(3) - Extended Learning and Spec Prog to Support ELs												
Enders Elementary									EL	2A(2) - Attendance						
Ernest O. Lawrence Elementary									ALL, EL, SED, SWD, AS	2A(2) - Attendance						
Ethel M. Evans Elementary			SWD	1A(3) - Extended Learning					SWD, AS	2A(2) - Attendance						
Excelsior Elementary									EL, AS	2A(2) - Attendance						
Garden Grove High			SWD	1A(3) - Extended Learning											SWD	3A(2) - Mentoring, Sch Programs, and A-G Awareness 3B(2) - College/Career Pathways and Options
Garden Park Elementary									SWD, HI	2A(2) - Attendance						

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Genevieve M. Crosby Elementary	ATSI												ALL, EL, SED, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Gilbert Elementary									ALL, EL, SED, SWD, AS, HI	2A(2) - Attendance						
Heritage Elementary	ATSI								SWD	2A(2) - Attendance						
Hilton D. Bell Intermediate					SWD	1A(3) - Extended Learning			SWD	2A(2) - Attendance						
Izaak Walton Intermediate			SWD	1A(3) - Extended Learning					ALL, EL, SED, HI	2A(2) - Attendance						
James Irvine Intermediate									EL, SWD, HI	2A(2) - Attendance			ALL, EL, SED, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
John Murdy Elementary									ALL, EL, SED, SWD, AS, HI	2A(2) - Attendance						
Leo Carrillo Elementary	ATSI		SWD	1A(3) - Extended Learning	SWD	1A(3) - Extended Learning			EL, SED	2A(2) - Attendance			SWD	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Leroy L. Doig Intermediate			SWD	1A(3) - Extended Learning									EL, SWD	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Linton T. Simmons Elementary	ATSI								EL, SED	2A(2) - Attendance			ALL, SED, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		

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Garden Grove	Tech Asst Status	Equity Multiplier	ELA	LCAP Goal/Action	Math	LCAP Goal/Action	ELPI	LCAP Goal/Action	Chronic Absenteeism	LCAP Goal/Action	Graduation Rate	LCAP Goal/Action	Suspension Rate	LCAP Goal/Action	College/Career	LCAP Goal/Action
Los Amigos High			EL	1B(3) - Extended Learning and Spec Prog to Support ELs	EL, SWD	1A(3) - Extended Learning							EL, HOM, SWD	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Louis G. Zeyen Elementary	ATSI								ALL, SED, SWD	2A(2) - Attendance						
Louis Lake Intermediate			SWD	1A(3) - Extended Learning					HI	2A(2) - Attendance						
Loyal Barker Elementary	ATSI								SWD	2A(2) - Attendance						
Mamie L. Northcutt Elementary			SWD	1A(3) - Extended Learning	SWD	1A(3) - Extended Learning			AS	2A(2) - Attendance						
Marie L. Hare High	CSI LP	389K	ALL, EL, SED, HI	1A(3) - Extended Learning; 1B(3) Ext Learning and Spec Prog to Support ELs	ALL, EL, SED, HI	1A(3) - Extended Learning 1B(3) Extended Learning and Spec Prog to Support ELs	ALL	1B(1) - ELD Program and Prof Dev							ALL, EL, SED, HI	3A(2) - Mentoring, Sch Programs, and A-G Awareness 3B(2) - College/Career Pathways and Options
Merton E. Hill Elementary									EL, HI	2A(2) - Attendance			ALL, SED, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Newhope Elementary					SWD	1A(3) - Extended Learning			SWD	2A(2) - Attendance						
Ocia A. Peters Elementary									SWD	2A(2) - Attendance						
Pacifica High											SWD	2A(1) - Practices that Build Motivation 2A(3) - Credit Recovery	EL, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Parkview Elementary									ALL, EL, SWD, HI	2A(2) - Attendance						
Patton Elementary									SWD, HI	2A(2) - Attendance						

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Post Elementary									SWD, HI	2A(2) - Attendance						
R. F. Hazard Elementary									EL	2A(2) - Attendance						
Rancho Alamitos High	ATSI		EL, SWD		EL, SWD, HI	1A(3) - Extended Learning 1B(3) Extended Learning and Spec Prog to Support ELs					SWD	2A(1) - Practices that Build Motivation 2A(3) - Credit Recovery	EL	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Riverdale Elementary			SWD	1A(3) - Extended Learning	SWD	1A(3) - Extended Learning										
Rosita Elementary	ATSI								ALL, EL, SED, SWD, HI	2A(2) - Attendance						
Santiago High			EL	1B(3) - Extended Learning and Spec Prog to Support ELs	EL	1B(3) - Extended Learning and Spec Prog to Support ELs									SWD	3A(2) - Mentoring, Sch Programs, and A-G Awareness 3B(2) - College/Career Pathways and Options
Stephen R. Fitz Intermediate			EL, SWD	1A(3) - Extended Learning 1B(3) Extended Learning and Spec Prog to Support ELs	EL, SWD	1A(3) - Extended Learning 1B(3) Extended Learning and Spec Prog to Support ELs										
Sunnyside Elementary									ALL, EL, SED, SWD, AS	2A(2) - Attendance						
Susan B. Anthony Elementary									SWD	2A(2) - Attendance						
Wakeham Elementary									AS	2A(2) - Attendance						

Student Groups			
ALL	All Students	AA	Black/African American
EL	English Learner	AI	Am Indian/Alaska Native
FOS	Foster Youth	AS	Asian
HOM	Homeless Youth	FI	Filipino
SED	Socioeconomically Disa	HI	Hispanic
SWD	Students with Disabiliti	PI	Pacific Islander
		WH	White
		MR	Multiple Races