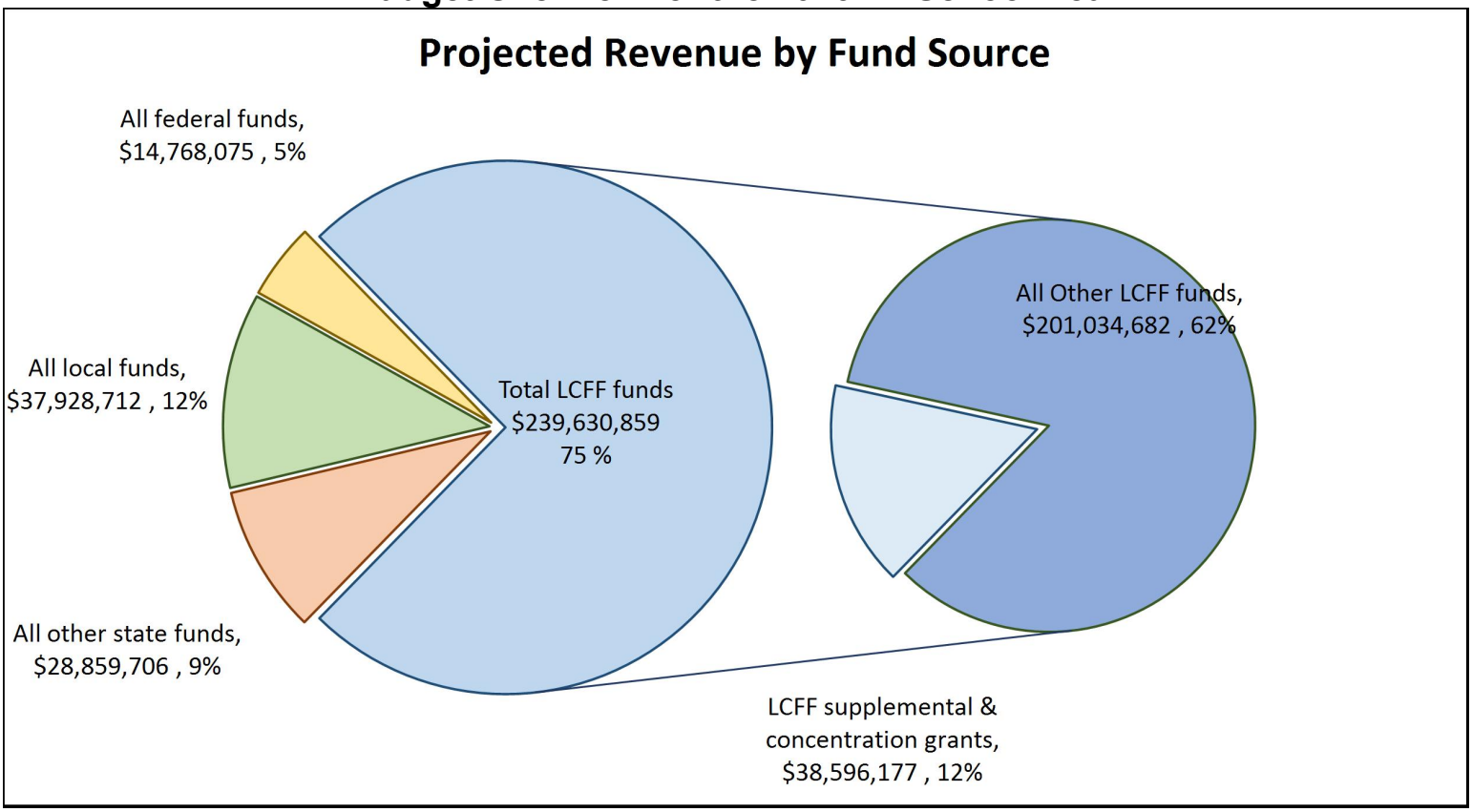
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grossmont Union High School District
CDS Code: 37 68130 0000000
School Year: 2026-27
LEA contact information:
Dr. Paul Dautremont
Assistant Superintendent, Educational Services
lcap@guhsd.net
619-644-8041

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

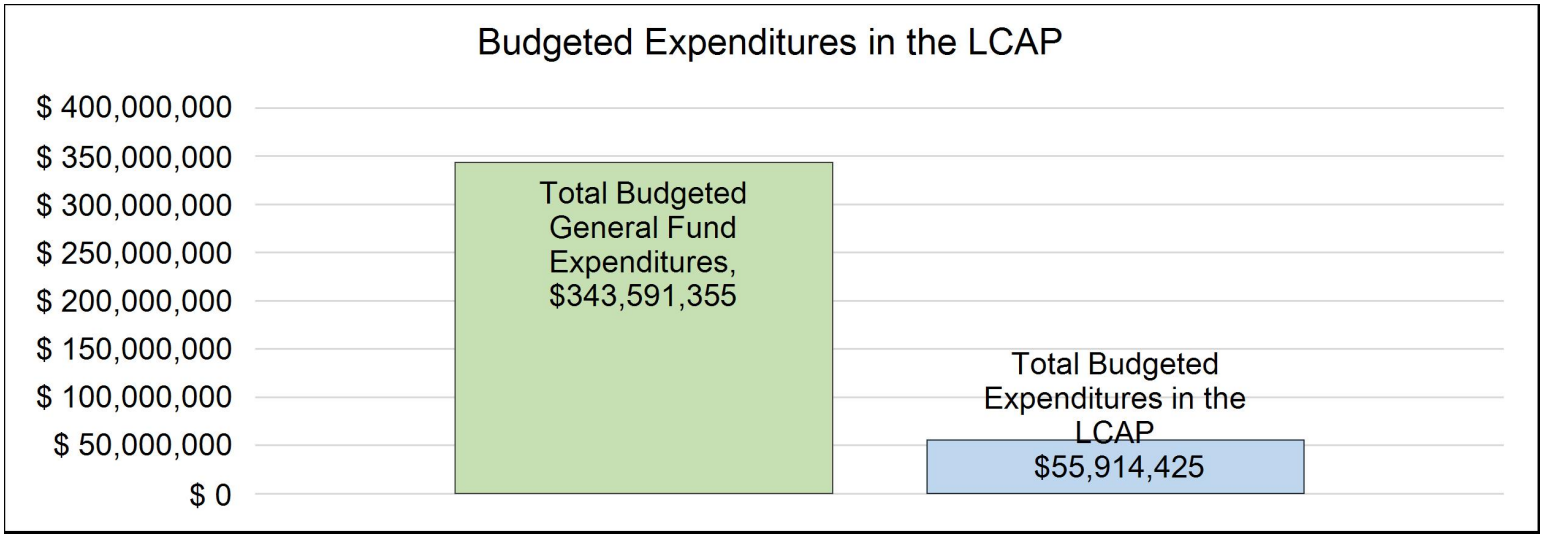


This chart shows the total general purpose revenue Grossmont Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grossmont Union High School District is $321,187,352, of which $239,630,859 is Local Control Funding Formula (LCFF), $28,859,706 is other state funds, $37,928,712 is local funds, and $14,768,075 is federal funds. Of the $239,630,859 in LCFF Funds, $38,596,177 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 Grossmont Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Grossmont Union High School District plans to spend $343,591,355 for the 2026-27 school year. Of that amount, $55,914,425 is tied to actions/services in the LCAP and $287,676,930 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following which are tied to actions/services outlined in its plan.

The Grossmont Union High School District (GUHSD) has established a Base Program for all students that is the platform upon which additional and supplemental programs and offerings are built. The GUHSD base program includes:

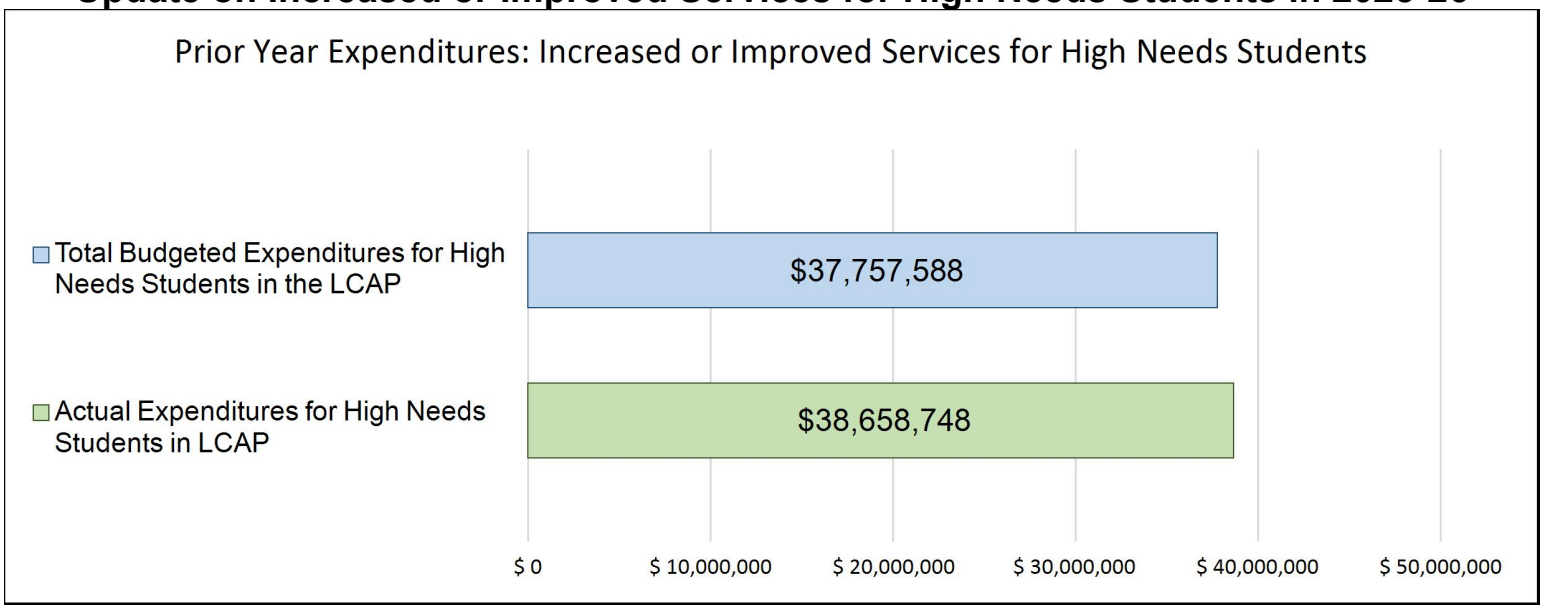
- Recruiting, employing, and retaining appropriately assigned and fully credentialed certificated and appropriately assigned classified staff
- Providing standards-aligned instructional materials and professional development
- Providing a broad course of study covering all required academic subjects that support college and career readiness
- Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness
- Providing parents/guardians opportunities for meaningful engagement
- Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure)
- Providing Educational Services, Human Resources, and Business Services

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

In 2026-27, Grossmont Union High School District is projecting it will receive $38,596,177 based on the enrollment of foster youth, English learner, and low-income students. Grossmont Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Grossmont Union High School District plans to spend $38,596,177 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 Grossmont Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grossmont Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Grossmont Union High School District's LCAP budgeted $37,757,588 for planned actions to increase or improve services for high needs students. Grossmont Union High School District actually spent $38,658,748 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grossmont Union High School District	Dr. Paul Dautremont Assistant Superintendent, Educational Services	lcap@guhsd.net 619-644-8041

Plan Summary [2026-27]

General Information

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

The Grossmont Union High School District (GUHSD) provides education to over 16,000 students in grades 9-12 and is located in the eastern portion of San Diego County. GUHSD was established in 1920, and it encompasses an area of approximately 465 square miles, including all of the cities of El Cajon, Santee, and Lemon Grove, most of the city of La Mesa, a small portion of the city of San Diego, and the unincorporated areas of Alpine, Dulzura, Jamul, Lakeside, and Spring Valley. GUHSD's family of schools and programs consists of nine comprehensive high schools, a middle college high school, one project-based learning school-of-choice, one continuation high school, three special education academies, three independent charter high schools, and an adult education program.

Guided by its core values of caring, collaboration, and innovation, GUHSD exists to empower each of its students to build the best future. To fulfill this purpose, GUHSD provides its community with a high quality educational program, as well as athletic, fine arts, and enrichment opportunities, supports, and services. GUHSD high schools have been recognized as California Distinguished Schools and California Gold Ribbon Schools. Since 2016, GUHSD's National Student Clearinghouse "College-Going" rate – the percentage of the District's graduating seniors who attend a four-year college/university or a community college immediately upon graduation – has averaged 65%. Over 4,000 students across the District acquire hands-on experience, academic skills, and specialized training for success in high-demand career fields each year through the GUHSD's award-winning Career Technical Education program. GUHSD offers 48 career pathways across 12 in-demand industry sectors including Engineering & Architecture, Information & Communication Technologies, and Agriculture & Natural Resources.

Along with a robust instructional program designed to meet a wide variety of educational needs, GUHSD also provides Fiscal Services and Human Resources support to its schools, and an Educational Services division to assist schools with their programmatic needs. The 2,300 full-time employees in GUHSD, combined with its hundreds of hourly employees, make GUHSD one of the largest employers in San Diego's East County.

Like many other school districts across the state, GUHSD is projecting a decline in its enrollment. The District anticipates a loss of approximately 300 students in the upcoming school year with continued declines for at least the next five years. According to the 2026 Dashboard, Grossmont served 16,476 students. Of those students, 40.1% are White, 42.4% are Hispanic/Latino, 5.8 % are Two or More Races, 5.2% are African American, and the remaining 6.5% are Asian, Filipino, American Indian, and Pacific Islander.

The number of students identified in significant subgroups has increased, resulting in a focus on support for students who are low income, English learners, and foster and homeless youth. GUHSD has also experienced a surge in the numbers of newcomer students enrolling in several of its schools. The Dashboard indicates 64.3% of GUHSD students are socioeconomically disadvantaged. English Learners make up 14.7% of GUHSD's student population, while 0.5% of its students are homeless youth and 0.3% are foster youth. As a result, GUHSD staff members at the District and its school sites continue to have conversations about how to best serve its ever-changing student and family populations.

This year the district finished its initial Portrait of a Graduate work with the San Diego County Office of Education. With the creation of our student, adult, and systems portraits, Grossmont district will enter the 26-27 school year with the important work of strategic visioning. These portraits will be the foundation on which our LCAP is built.

For the 25-26 school year, GUHSD had three equity multiplier schools (Chaparral, IDEA, and MERIT). In 26-27, Chaparral will continue to be an equity multiplier school, with a focus on stability rates of students and suspensions. Currently, Chaparral's stability rate is only 11% (compared to the district rate of 90.4% and a statewide rate of 91.5%).

Reflections: Annual Performance

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

From the 2023 CA Dashboard, please refer to the Appendix A for information on GUHSD schools, and corresponding student groups, and their performance on California Dashboard Indicators.

Refer to Appendix A for specific information on low performance requirements.

Through our LCAP actions, GUHSD focuses on the social-emotional needs of our students with many actions focused on support groups, access to mental health services, and professional learning to build capacity to increase counseling programs. Our mid-year LCAP data reflected a number of successes in this area, including 3,032 student contacts, 11 support group offerings, and 54 professional development opportunities (an increase of 14 from the previous midyear update). A comparison of suspension data from the 2024 Dashboard to 2025 Dashboard, shows a slight decrease in suspension rates for all students (4.1% to 3.9%). This decrease is more significant for our SWD and foster youth, who saw a decrease in suspension rates of 1.1% and 6.5% respectively. We are seeing an increase in our support for

newcomer families with 96.6% of our newcomer families participating in a family intake interview at the mid-year. While not the 100% rate we are striving for, this is up 4.5% from last year, and 8.6% from our baseline in 23-24. Our VAPA enrollment continues to increase as a percentage of all students; however, we are seeing small declines in VAPA enrollment, specifically for SWD and ELs.

Across the Grossmont Union High School District supporting Foster Youth and Students with Disabilities continues to be a challenge in several indicators and will be a focus of our actions throughout this LCAP. In review of our Dashboard data, we notice that while our ELA performance hovers at just 1.8 points below standards (an increase from 7.4 below standard last dashboard). However the performance of EL, and LTEL groups are significantly below that level, 98.5 points below standard and 132 below standard, respectively. Mathematics performance is lower district-wide, with an all student average just 86.7 points below standard (up slightly from last year's 90 points below). Unfortunately, ELs, HY, LTELs, and SWDs are all groups performing a performance level below the all student level. Our AA student group did see growth in both ELA and math performance year-over-year.

English Learners continue to be a focus in regards to our College and Career Indicators. This year, we considered to see an increase in preparedness for ELs and LTELs, increasing their preparedness measure by 2.1% and 2.9% respectively. Unfortunately both groups are still prepared at less than half the level of our All Student average. This year, we did see an impact of our four unique paths to earning a High School diploma based on the unique disabilities and learning needs with the goal of improving graduation rates amongst this group of students. While still significantly below the All Students graduation rate of 83.9%, our SWD graduate rate increased this year to 70% (a nearly 5% increase). We continue to work with families, administrators, and case managers to ensure that schools are maximizing those alternative pathway options for their students.

Overall we continue to monitor our groups from the 2023 CA Dashboard. Please refer the Appendix A for information on GUHSD schools, and corresponding student groups, and their performance on California Dashboard Indicators.

We recognize the majority of subgroups have at least one indicator that is Low or Very Low on the 2023 Dashboard. While we work through the DA and Engagement process, we continue to keep this in mind as we engage in a needs assessment for how to best support these student groups. We looked at data of our student groups performing in the very low and low levels for academics. Specifically we looked at ELA performance for AA, EL, LTELs, Asian, Hispanic, SWD, and HY and mathematics performance for AA, EL, HY, LTELs, SWD, Asian, Hispanic, 2 or more races, SED, and white. We also considered data around specific students whose scale scores placed them in very low or nearly very low. Our continuing assessment of student needs, resulted in an analysis of data quest. During this work we looked at DataQuest performance for schools using the 2023-24 Chronic Absenteeism Rate. In doing so, we considered the comparison performance of schools' absenteeism rate noting that Chaparral, IDEA, and MERIT had the highest levels of chronic absenteeism. In 2023, our student groups showed mild discrepancies with AA, American Indian, and Hispanic students showing approximately 31% chronic absenteeism compared to about 25% for white and students with two or more races. Our Filipino and Asian student groups had the lowest chronic absenteeism rates of approximately 15%, while Pacific Islanders were chronically absent at a rate of 47.6%. Now in 2025, we are seeing some of the absenteeism gaps shift. While American Indian and Hispanic groups are still above the white student group in chronic absenteeism, 25.7%, 23.8%, and 20.4% respectively, we have seen our AA student group improve to a chronic absenteeism rate of 20.4% - identical to our white student group and less than are all student rate of 21.4%. As we did with performance, we also look more closely at this data, considering individual student chronic absenteeism rates. We continue to look for and identify root causes that may be impacting these metrics. The English Learner Progress indicator for Grossmont Union High School District, though previously in red status, has increased to yellow after ELs saw an increase of 8.5% and LTELs increased 10.4%.

LREBG actions:
After thorough analysis of the data, our LREBG team, a subset of the DA team alongside fiscal services, considered the current plan for expending the remaining LREBG funds as well as considering the potential impact of additional funds. Research shows that building a school climate, built on caring, trust, and relationships is a model practice. The CDE website states, "good relationships result in a sense of safety, order, and connectedness among members of the school community." Our CA Healthy Kids survey results show that only around half of our students feel connected to school (53% in 2023-24). We determined that the best use of our LREBG funds would be to support systems that allow for increased positive school climate through relationship building and access to social emotional support. We determined that utilizing the funds to reduce classroom sizes and provide access to mental health services would best support students, specifically those with the greatest needs. Class-size targets have been found impactful for both academics and attendance, as those closer relationships are formed between teachers and students. We also recognize the need for more intensive mental health supports as well, both at a Tier II and Tier III level. Moving forward the focus of the reductions will be more targeted towards ELA and mathematics to not only improve relationships, but to allow for more individualized academic support in our priority areas of ELA and mathematics performance. The result of this work is documented in Action 1.1 (Tier II support for mental health - S3 Counselors), Action 1.2 (Tier III mental health support - Wellness Together), and 2.9 (Additional Teachers to support connections) which focuses on trying to support additional courses to allows students to make connections with school. As part of our needs assessment, we reached out to principals at sites who also expressed the need to help students stay actively engaged in their learning.

Our analysis of red indicators, DA, and our LREBG needs assessment led to several actions:

LREBG actions:
Action 1.1 - S3 Counselors to provide targeted Tier II mental health supports for students on the campus based on teacher referral and monitored through the CA Healthy Kids Survey on connectedness to school (metric 1.1)
Action 1.2 - Wellness Together to provide targeted Tier III mental health supports to students after referral to services by a counselor and monitored through the CA Healthy Kids Survey on connectedness to school (metric 1.1)
Action 2.9 - Additional classes to engage all learners to be monitored through the CA Healthy Kids Survey on connectedness to school (metric 1.1), CAASPP scores (metric 2.11), and D/F rate (metric 2.5)

Actions based on other needs assessments, including DA work (to be discussed further in the technical assistance section):
Action 1.10 - Focus on 9th grade engagement
Action 2.1, 2.2, 2.3 - Ensuring that all English Learners, no matter their grade and proficiency, receive designated ELD, providing additional target EL support when needed, and increasing access to quality ELD instruction, both integrated and designated, through professional learning.
Actions 2.5 and 2.7 - Supporting our SWDs, specifically ELs, FY, and SED, through access to standards based instruction through improved co-teaching opportunities and alternative pathways for success and diplomas.
Action 2.9 - Additional classes to engage all learners using LREBG funding.
Action 3.1, 3.2 - Improving offerings for students by removing structural barriers to CTE access and offering a variety of programs such as honors, dual enrollment, IB, AP, and VAPA.

Additionally, actions that support our 2023 Dashboard schools and student groups (Appendix A) can be found attached in Appendix B.

Reflections: Technical Assistance

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

GUHSD is currently in year 2 of Differentiated Assistance as we have no qualifying student groups. In the past, we have focused our work on:

English Learners
*Academics (ELPI)
*Grad Rate

Students with Disabilities
*Academics
*Grad Rate

Foster Youth
*Suspension
*Grad Rate

As we entered into year two, the team celebrated with the release of the 2025 Dashboard as GUHSD moved from year 1 DA to year 2. With that we recognize the importance of continuing the work with some of our student groups, but most importantly we need to make sure we are building systems of accountability throughout the system. This year, the district formed the Continuous Improvement Team. This team included many of the people on the previous DA level, while also involving three leaders from sites across the district with high levels of ELs and SWD. The work on this team was to not only engage with data, but to build a system for data analysis that could be used at sites and within departments. The team developed a data analysis protocol that began with a Notice and Wonder protocol to determine a problem statement, utilized the 5 Whys protocol to determine a potential root cause, and lastly created a Theory of Action to address the root cause. After experimenting with this data protocol, members of the team began applying the system across the LEA. Furthermore an LCAP team is using this protocol to determine Theories of Action to inform our next LCAP three-year plan. We are hoping through this work, we can create a purposeful plan that will address the needs of those student groups who we recognize are not being served by the current system.

Summary of actions specific to our DA work:
Action 1.4: School Connection Support for Foster Youth to provide targeted academic and SEL interventions designed to improve the graduation rate of Foster Youth.
Actions 2.1 through 2.3: These actions focused on providing additional support for our English Learners, through designated and integrated ELD and teacher professional learning, are intended to improve graduation outcomes for EL students.
Action 2.5 through action 2.7: Actions to support our dually-identified students through co-teaching, study skills, and alternative pathways to support graduation rate of SWD, specifically those who are also EL, FY, or SED.
Action 2.4 and 2.10: Our instructional coaches alongside ILTs will focus their work on looking at data to determine needs on the site to best support students with graduation rate, specifically our EL students.

Action 2.12: Our newly created Data Team is essential to building a data culture across the district. The work of this team will support administrators in leading change at their sites.
Action 2.13: Through the work of our DA team, we realize that administrators need more support on leading change initiatives. Through the work of our new executive director of leadership, each principal will be coached to ensure work on campus is not managerial but instructionally focused. Principals will be walking campuses alongside the executive coach to build their instructional lens, ensure district priorities are taking root, and engage in courageous conversations as needed.

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.

There are no schools identified as CSI in 2025-26 for this LCAP.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, School Personnel, Local Bargaining Units	Our DPAC (District Parent Advisory Council) team is made up of Parents, Administrators, and Teacher/Title I Coordinators from the schools across the district. The team met four times over the year to learn about and reflect on the LCAPs impact, successes, and revisions needed. Those meetings were held: 10/23/25, 1/29/26, 3/12/26, 5/21/26 Teachers, Principals, Administrators, School Personnel, and Local Bargaining Units from across the district also engaged in our Portrait of a Graduate Guiding Coalitions. The feedback from these sessions also informed the annual review and update. Guiding Coalition meetings were held: 8/22/25-8/23/25, 11/14/24-11/15/25, 1/30/26-1/31/26
District Administrators	Our District Administrators team meets monthly to discuss relevant district data and consider needs assessments to inform future practices. The results of these collaborative sessions help to inform the annual review and update.
SELPA administrator	Monthly meets were held with the SELPA administrator and district leadership to discuss needs related to the LCAP. Specifically the team focused on alternative pathways to graduation for some or our students and how we can better serve our students by evaluating the programs in place. The dates of these meetings were as follows: 8/4/25, 9/12/25, 10/10/25, 12/12/25, 1/16/26, 2/13/26, 3/13/26

Educational Partner(s)	Process for Engagement
Parents	Our DPAC (District Parent Advisory Council) team is made up of Parents, Administrators, and Teacher/Title I Coordinators from the schools across the district. Each school invites a parent from their SSC and a parent from ELAC to attend. The team met four times over the year to learn about and reflect on the LCAPs impact, successes, and revisions needed. Those meetings were held: 10/23/25, 1/29/26, 3/12/26, 5/21/26. The parents and staff from each group are then expected to bring the discussion from DPAC back to their SSC and ELAC teams to support alignment between site plans and the LCAP. Our DELAC team met and discussed concerns of our English Learner families across the district as well as provided input on our LCAP action. The group is made up of parents of EL across the district. The team met 1/21/26 and 3/12/26 to discuss needs assessments which help support or LCAP actions. Parents from across the district also engaged in our Portrait of a Graduate Guiding Coalitions. The feedback from these sessions also informed the annual review and update. Guiding Coalition meetings were held: 8/22/25-8/23/25, 11/14/24-11/15/25, 1/30/26-1/31/26
Students	District leadership met with the student advisory council on 3/9/26 to seek input regarding the current actions of the LCAP, successes at their schools, and areas for improvement. Students provided feedback about a number of actions in the LCAP, specifically our focus on attendance and belonging. Students from across the district also engaged in our Portrait of a Graduate Guiding Coalitions. The feedback from these sessions also informed the annual review and update. Guiding Coalition meetings were held: 8/22/25-8/23/25, 11/14/24-11/15/25, 1/30/26-1/31/26
Continuous Improvement Team	Our continuous improvement team met throughout the year to analyze data and conduct needs assessments in an effort to determine root causes around Differentiated Assistance and determine actionable next steps. This information helped inform the LCAP, specifically around our DA work. The team is comprised of district leaders from Ed Services, SPED, and Student Supports, APs, Principals, and a school counselor.

Educational Partner(s)	Process for Engagement
	The team met this year on the follow dates: 8/21/25, 9/17, 25, 11/20/25, 12/18, 25, 2/4/26, and 4/9/26.
Equity Multiplier Schools	The district engaged on numerous occasions with our three equity multiplier schools (Chaparral, IDEA, and MERIT). Meetings included district leadership, administration, and SSC teams to determine the needs present at the school to help drive our Equity Multiplier Goal and actions. Moving forward, Chaparral will be our only Equity Multiplier school. The district and the site engaged in conversations and a needs assessment throughout the spring to determine the current needs that are driving the stability rates at Chaparral. The district LCAP team met with members of Chapparal's needs assessment throughout the year and worked on a needs assessment with them on 3/13/26.

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

When the three year plan was written in 23-24, the team gathered input from a variety of stakeholders, including teachers, principals, administrators, school personnel, bargaining units, parents/guardians, and students. For the annual review, the DELAC and DPAC members were brought together over several dates from September to May. The input led to the creation of four goals:

Goal 1: By prioritizing the social emotional well being of all students, the GUHSD aims to create an environment where every student feels valued, respected, and empowered to reach their full potential both inside and outside the classroom.

Goal 2: GUHSD staff will enhance student learning and foster a culture of innovation and collaboration by implementing high quality educational programs.

Goal 3: GUHSD will develop and implement comprehensive programs and resources to prepare students for success beyond high school, ensuring that every student is equipped with the tools and confidence to achieve their post-graduation goals.

Goal 4: Our equity multiplier goal - supporting attendance and connection at Chaparral

This year as we reviewed the metrics and implementation of the LCAP, we continued to work with our educational partners and engage staff, principals, and administrators as we gathered and reviewed metrics.

Our DPAC committee met in October to review Goal 3 around access to educational programs. Parents continued to applaud the work at schools around CTE and actually advocated for the increase in CTE offerings across the districts. Parents asked for increased transparency

around how CTE is funded from site to site and hoped that programs would be advertised more. While parents appreciated the access to interpreters, they recognized that language barriers do impact parents ability to support their students. Some parents explained that more work should also be done on supporting parents of students with IEPs, specifically dually identified English Learners who also have an IEP.

Our next DPAC meeting in January focused on the work around Goal 2. The team expressed that many services around SEL, 5 star, and translation support were working. At the same time, the DPAC recognized that more language support and parent liaisons would be beneficial. They saw a need to increase bilingual staff across the district, and wondered if it would be possible to start hiring more teachers and aides that were multi-lingual.

The final DPAC in March was a joint collaboration with our DELAC team. The team discussed English Learners and Special Education supports, while also looking at the work being done for instruction and with technology and AI. Some parents expressed concern with the focus on AI and technology over the basics, while others expressed the need to build our student's 21st century skills. Overall parents appreciated the co-teaching model and the work being done with both integrated and designated ELD.

Our student committee met in March and engaged in conversations specifically around attendance and student belongings. Students shared what they need in a school environment to feel supported. Student autonomy and voice was a common desire for students, as well as work being interesting. Students described a desire for calming environments that allow for both collaboration and space to study. They appreciate when the room is inviting, rather than messy or too sterile. Desire for more shaded, seating areas outside were a common theme as they designed their ideal school spaces.

Through our Portrait of a Graduate work, we heard from voices across the district in various roles. Overwhelmingly Career and College Readiness was an area of interest. The Guiding Coalition groups frequently mentioned the need for increased access to programs across the sites, and flexible schedules to support all learners in accessing these courses.

Based on the input of our communities, we know we need to do continued work on building connection and belonging at our school. We recognize more data is needed to determine student connection in real time. We also know we need to do more explicit work to build relationships and create a welcoming environment. Our attendance teams (1.6) will continue to focus on this work to collect more local data around attendance and SEL needs that are impacting students. The creation of our new data team (2.12) is intended to support in collecting, analyzing, and disseminating data to allow sites to act upon relevant information. Our focus on administrative leadership (2.13) will focus principals on a lens of looking at the environment of the site to determine if the culture is conducive to education and belonging. Based on our student feedback, we have added an action focused on Facility Modernization to support CTE and Student Connection (3.5), recognizing that more work is needed to ensure our students have safe and modern facilities in which to learn. Along with the adjustments to our LCAP, we will be looking at ways to support some of these stakeholder suggestions through our Federal Addendum, including looking at options for tutoring, support of well-rounded education, and investment in AI. Our DA team also recognized that while having SEL resources in the library was important, this action was not showing a direct impact on student connection and belonging. A decision was made to remove action 1.3 from the plan and direct resources to other endeavors that may have more of an impact on student outcomes. The conversations with our Equity Multiplier school stakeholders led to the modification of our equity multiplier action (action 4.1) to focus on behavior supports and mental health services to address the attendance concerns at Chaparral.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By prioritizing the social emotional well being of all students, the GUHSD aims to create an environment where every student feels valued, respected, and empowered to reach their full potential both inside and outside the classroom.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our school district has set these goals to foster a sense of belonging and connection, ensuring that every student feels valued, respected and empowered to achieve their full potential. According to survey data, our students have shared that they struggle with a variety of social-emotional issues, including the availability of mental health resources and feeling disconnected from school. By promoting comprehensive support and fostering essential skills like empathy and positive relationships, we aim to create a nurturing environment that supports the overall well-being of our students. The implementation of S3 counselor and mental health services ensures that students have access to the necessary resources and support. Providing specific support for foster youth and creating post-suspension re-entry plans will help these vulnerable students integrate successfully into the school community and make better choices in the future. The International Newcomer Center and language support services ensure that newcomer students and their families receive the necessary orientation and ongoing support for effective communication and cultural understanding. Additionally, wellness centers in libraries provide a dedicated space for students to explore self-help and mental health resources, further promoting their well-being and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students who report feeling connected to school based on the School Climate Index of the CA Healthy Kids Survey	2023-2024 53% of all students feel connected 59% of all students feel safe at school.	2024 -2025 36% of all students feel connected to school. 50% of all students feel safe at school	2025-26 % of all students feel connected 9th - 60% 10th - 59% 11th - 58%	56% of all students report feeling connected 62 % of all students report	There was a difference in how the data was reported this year, so the baseline will be reported as each grade levels difference from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who report feeling safe at school based on the School Climate Index of the CA Healthy Kids Survey			% of all students feel safe at school. 9th - 63% 10th - 66% 11th - 63%	feeling safe at school. Increase School Climate Index (SCI) percentage of the CA Healthy Kids Survey by 1% per year for a total of 3% over three years	original all student number (even though this is not exactly the same). % of all students feel connected 9th - +7% 10th - +6% 11th - +5% % of all students feel safe at school. 9th - +4% 10th - +7% 11th - +4%
1.2	Percent of students who report availability for mental health services on campus per the CA Healthy Kids Survey	2023-2024 9th - 10% 10th - 9% 11th - 8% 53% of all students	Metric was discontinued in 24-25 as the information was no longer provided on CHKS.	Metric was discontinued in 24-25 as the information was no longer provided on CHKS.	9th - 13% 10th - 12% 11th - 11%	Metric was discontinued in 24-25 as the information was no longer provided on CHKS.
1.3	Number of student contacts for S3 Counselors	Baseline set in 2024-25: Student Contacts made from August 2024 - March 28, 2025: 6485	Baseline was set in 2024-25	2025-2026 6,146 student contacts	Increase 5% each year in the number of student contacts by S3 counselors.	-339 student contacts
1.4	Number of support groups offered by S3 Counselors	2024-25	Baseline established in 24-25	2025-2026 (data collected through Dec 1)	Increase number of support groups	-9 support groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Support groups provided to students from August 2024 to March 28, 2025: 30		21 support groups	offered from baseline in 24-25	
1.5	Number of professional development opportunities accessed by S3 Counselors	Baseline in 2024-25 Professional Development opportunities offered or planned in 24-25: 76	Baseline established in 24-25	2025-2026 (data collected through Dec 1) 106 PD opportunities	Participate in at least 2 professional development opportunities each year.	+30 PD opportunities
1.6	Number of referrals to on campus mental health services	Total student interactions: 6,825 Total students referred for school based therapy: 311	Student Contacts made from August 2024 - March 28, 2025: 6485 Referrals to campus mental health services from August 2024 - March 28, 2025: 622 One-on-one counseling sessions provided by S3 Counselors from August 2024 - March 28, 2025:	Total student interactions: 5,077 Total students referred for school based therapy: 383	Total student interactions: 6,975 Total students referred for school based therapy: 356	Student Contacts: --1,748 Referrals to school based therapy: +72

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4634			
1.7	Number of Libraries housing Self-Help, Mental Health, and Wellness resources.	Baseline in 2024-25 5/10 schools	Baseline set in 24-25	2025-26 10/10 schools	100% of school libraries housing Self-Help, Mental Health, and Wellness resources	+5 schools
1.8	School engagement and participation (school activities)	2024-2025 Data 5-Star Engagement opportunities from August 2024 - April 4, 2025: Schools consistently using 5-star for more than just checking in: 3/14 Overall % of students participating in at least one engagement activity by grade level: 9th grade: 79.8% 10th grade 89.70% 11th grade: 87% 12th grade 87.7%	Baseline set this year.	2025-2026 Data 5-Star Engagement opportunities from August 2025 - April 15, 2026 Schools consistently using 5-star for more than just checking in: 8/14 Overall % of students participating in at least one engagement activity by grade level: 9th grade: 70.2% 10th grade 71.6% 11th grade: 70.5% 12th grade: 74.2%	Increase school engagement and participation by 5%, for a total of 10% over 2 years for each subgroup (after baseline in 24-25)	Distance from baseline Increase in 5 schools 9th grade: -9.6% 10th grade -18.1% 11th grade: -16.5% 12th grade: 13.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Suspension rates (From SSS internal data and using 3rd wk enrollment numbers for number of students) Expulsion rates (From SSS internal data) (From internal data)	Suspension Rates All Students: 6.72% EL: 10.31% SWD: 17.67% Homeless: 14.72% Economically Disadvantaged: 8.24% Expulsion Rates All Students: 0.32% EL: 0.43% SWD: 0.73% Homeless: 0.60% Economically Disadvantaged: 0.39%	This metric was discontinued in its current form and rewritten to compare data accessible at consistent times in the year. See metric 1.22.	Metric was discontinued in 24-25. See metric 1.22	Reduce overall suspension rate by 2% each year for a total of 6% over three years. Reduce overall expulsion rate by .1% each year for a total of .3% over three years.	Discontinued in 24-25, see metric 1.22
1.10	Number of students referred to intervention programs	2023-24 TRUE 458 referred 76% completion CARE 437 referred 70% completion SYNC 330 referred 75% completion	2024-25 (through April 30, 2025) TRUE Referred: 372 Completion: 71.7% CARE Referred: 361 Completion: 61.5% SYNC Referred: 284 Completion: 73.6%	2025-2026 (through May 1, 2026) TRUE Referred: 217 Completion: 62% CARE Referred: 191 Completion: 61% SYNC Referred: 162 Completion: 72%	TRUE 79% completion CARE 73% completion SYNC 78% completion	Difference from baseline (will be calculated when information is shared): TRUE Referred: -155 Completion: - 14% CARE Referred: -246 Completion: -9% SYNC Referred: -168 Completion: -3%
1.11	Attendance Rates - Average attendance rate	2023-2024 Attendance Rate (Local Data): 91.63%	2024-25 Attendance Data (ADA as of April 30, 2025): 92.04%	2025-26 Attendance Rate (Local Data): 93.02%	Increase by 0.5% points per year for three years or maintain 98.5%	+1.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					average attendance rate.	
1.12	Chronic Absenteeism	2023-2024 - 25.33% (taken from CALPADS extract)	In order to ensure we are measuring data at consistent periods of time, this metric is being revised. Metric 1.12 discontinued and metric 1.23 rewritten below with new baseline.	Metric was revised in 24-25. See metric 1.21.	Decrease percentage of students missing between 5 and 10% by 1.5 percentage points per year (Total of 4.5% points over three years)	Metric was revised in 24-25. See metric 1.21.
1.13	Dropout Rate	2022-2023 Dropout Rate All Students: 14.9% EL: 28.1% SWD: 27.7% Foster: 48 % Homeless: 28.3 %	2023-24 Dropout Rate All Students: 15.8% EL: 25.3% SWD: 23.6% Foster: 42.9% Homeless: 23%	2024-25 Dropout Rate Data All Students: 10.8% EL: 22.1% SED: 12.8% SWD: 23.6% Foster: 35% Homeless: 20.3%	Reduction of 1 percentage point per year for three years (including subgroups)	Difference All Student: -1.1% EL: - 2.2% SED: -0.8% SWD: - 0.6% Foster: - 9.4% Homeless: - 6.4%
1.14	Parent Engagement Opportunities	2023-24 Baseline District wide opportunities: 1	2024-25: District-wide opportunities (either happened or planned for the 24-25 school year): 1	DPAC - 4 Community Engagement event- 1 DELAC - 3 Parent Clinics - 32 POG - 3 Community Installations - 8 Health Pathways - 4 CCR - 3	Increase to 10 district-wide parent engagement opportunities	Increase in 57 events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Total events 58		
1.15	Number of services provided to families.	2023-24 Baseline Total number of families served interpretation: Spanish - 5,130 Arabic - 1,934 Farsi/Pashto - 505 Other - 1,060 Number of written translations Total 682 Spanish - 293 Arabic - 300 Farsi - 43 Pashto - 37 Other - 9 Number of phone calls Total - 387 Spanish - 270 Arabic - 72 Farsi - 30 Pashto - 10 Other - 5 Number of meetings attended: Total - 1,399 Spanish - 820 Arabic - 443 Farsi/Pashto - 71 Other - 65 Number of IEPs	2024-25 (as of April 4, 2025) #Number/Percent of families potentially needing language support Total: 2,947 Spanish: 5130 (23.64%) Arabic/Chaldean: 1934 (8.91%) Farsi/Pashto: 505 (2.32%) Other: 1030 (4.81%) Number of written translations Total: 764 Spanish: 284 Arabic: 286 Farsi/Pashto:152 Other: 42 Number of phone calls Total: 890 Spanish: 272 Arabic: 319 Farsi/Pashto: 212 Other: 87 Number of meetings attended:	2025-26 (as of 4.27.2026) Number/Percent of families potentially needing language support Total Spanish: 4,922 Arabic/Chaldean: 2,040 Farsi/Pashto: 883 Other: 926 Number of written translations Total: 625 Spanish:252 Arabic: 220 Farsi/Pashto: 131 Other: 22 Number of phone calls Total: 562 Spanish: 208 Arabic: 303 Farsi/Pashto: 50 Other: 1 Number of meetings attended: Total: 1,455 Spanish: 724	Maintain supporting 100% of requests for all types of language support.	Number/Percent of families potentially needing language support Total: Spanish:-208 Arabic: +106 Farsi/Pashto: +378 Other: -134 Number of written translations Total: -57 Spanish:-41 Arabic:-80 Farsi/Pashto: +51 Other: +12 Number of phone calls Total: +175 Spanish: -72 Arabic: +231 Farsi/Pashto: +10 Other: -4 Number of meetings attended: Total: +56 Spanish: -96 Arabic: +111 Farsi/Pashto: +60 Other : -19

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Total: 1,293 Spanish: 717 Arabic: 394 Farsi/Pashto: 110 Other: 72 Number of IEPs Translated Total: 81 Spanish:57 Arabic: 23 Farsi: 0 Pashto: 0 Other: 1	Arabic: 554 Farsi/Pashto: 131 Other: 46 Number of IEPs Translated Total: 126 Spanish: 93 Arabic: 23 Farsi: 2 Pashto: 2 Other: 6		Number of IEPs Translated Baseline not established in 23-24 (change from 24-25) Total: +45 Spanish: +36 Arabic: +0 Farsi: +2 Pashto: +2 Other: +5
1.16	Family intake interviews completed by International Newcomers Center	2023-24 Baseline: 86%	2024-25 (as of April 4, 2025) 92.1%	2025-2026 98%	100% of all newcomer students who take an initial ELPAC will also have a family intake interview.	An increase of 12% from baseline
1.17	EL student and Family Orientation completed by International Newcomers Center	2023-24 Baseline: Student: 18% Families 11%	2024-25 (as of April 4, 2025) Student 0% Families 0%	2025-26 Student: 0% Families: 42%	100% of EL students and families participate in orientation by INC.	Student: -18% Family: +31%
1.18	Percent of parents who report feeling connected to school based on the CA Healthy Kids Survey Percent of parents who report feeling the school is a safe place based on the CA Healthy Kids Survey	2023-2024 76% of all parents feel connected to the school (as measured by feeling welcome to participate at the school) 84% of all parents feel safe for their child	2024-2025 Parents feel connected:79% Parents feel school is safe for their child: 87%	2025 - 2026 75% of all parents feel connected to the school (as measured by feeling welcome to participate at the school)	79% of all parents report feeling connected 87% of all parents report feeling safe Increase CA Healthy Kids Survey percentage	Connected: -1% Safe: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Parents feel school is safe for their child: 89%	by 1% per year for a total of 3% over three years	
1.19	Percent of staff who report feeling connected to school based on the CA Healthy Kids Survey Percent of staff who report feeling their school is a safe place based on the CA Healthy Kids Survey	2023-2024 85% of all staff feel connected 87% of all staff feel safe	2024-2025 Staff feel connected: Supportive and inviting place to work: 84% Trust and collegial staff: 88% Staff feel safe: 87%	2025-2026 Staff feel connected: Supportive and inviting place to work: 86% Trust and collegial staff: 81% Staff feel safe: 89%	88% of all staff report feeling connected 90% of all staff report feeling safe Increase CA Healthy Kids Survey percentage by 1% per year for a total of 3% over three years	Staff connection reported slightly differently Connectedness difference from baseline cannot be determined exactly. Safety: No change
1.20	Increase parent/guardian participation, including parent/guardians of English Learners, SED, HFY, and students with disabilities, through Portrait of a Graduate Activities throughout the 2024-25 school year.	2024 -25 Guiding Coalition Meeting - 1 656 Parent/Family Surveys 93 Student Surveys 99 Staff Surveys 856 students participate in focus groups	Baseline established in 24-25	2025 -2026 Guiding Coalition Meetings – 3 (296 participants) Community / Staff interviews - 115 Family surveys – 839 Community Event Participants – 196 Student Surveys – 1152	Increase from baseline	+183 Parent/Family Surveys +1,059 Student Surveys +934 Staff Surveys +296 students participate in focus groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Staff Surveys – 1033 Student focus group participants – 1152		
1.21	(New to LCAP 25-26: Revision of metric 1.12) Chronic Absenteeism	2022-23 Chronic Absenteeism Rate (ed-data.org) All students 27.8% ELs: 31.7% SWD: 39.8% FY: 58.3% SED: 32%	2023-24 Chronic Absenteeism Rate (ed-data.org) All students 27% ELs: 31.5% SWD: 38.7% FY: 69.6% SED:31.2%	2024-25 Chronic Absenteeism Rate All students 21.4% ELs: 28.2% SWD: 32.9% FY: 66.2% SED: 24.7%	Decrease across all categories by at least 5%.	All students: -6.4% ELs: -3.5% SWD: 6.9% FY: +7.9% SED: -7.3%
1.22	(New to LCAP 25-26: Revision of metric 1.9) Suspension rates (From SSS internal data and using 3rd week enrollment numbers for number of students) Expulsion rates (From SSS internal data) (From internal data)	2022-2023 Dashboard All students 5.5% EL: 8.6% SWD: 10.8% Foster Youth: 27.3% SED: 7.1% Expulsion Rates (% / student count) All Students: 0.2% (46) EL: 0.4% (14) SWD: 0.4% (15) FY: 0% (0) SED: 0.3% (37)	2023-2024 Dashboard All Students: 4.1% EL: 6.3% SWD: 8.6% Foster Youth: 32.3% SED: 4.9% Expulsion Rates All Students: 0.2% (36) EL: 0.4% (10) SWD: 0.4% (14) FY: 1% (1) SED: 0.3% (30)	2024-2025 Dashboard All Students: 3.9% EL: 6.6% SWD: 7.5% Foster Youth: 28.4% SED: 4.9% Expulsion Rates All Students: 0.1% (29) EL: 0.2% (5) SWD: 0.2% (9) FY: 0% (0) SED: 0.1% (20)	We would like to see a decrease in the number of students expelled year over year, when possible. For cases where the level is at 0, we would hope it would continue to remain at 0	All Students: -1.6% EL: -2% SWD: -3.3% Foster Youth: +1.1% SED: -2.2% Expulsion Rates All Students: -0.1% (-17 students) EL: -0.2% (-9) SWD: -0.2% (-6) FY: 0% (0) SED: -0.2% (-17

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 district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 1.1 - S3 counselors had 6,146 contacts and were able to hold 21 support groups.
Action 1.2 - Our Mental Health Services team had 5,077 interactions with students and referred 383 students to school based therapy.
Action 1.3 - Wellness resources were available at 10 out of 10 of our comprehensive high schools.
Action 1.4 - Our district Foster Youth liaison is working with foster liaisons at every comprehensive site as well as working with the county to build better systems of communication when Foster Youth are coming from other districts.
Action 1.5 - We continue to refer students to intervention programs (TRUE, CARE, SYNC). The number of students referred to each program has steadily declined, but the completion rate for all of the programs remains above 60%.
Action 1.6 - Every site has an attendance team in place. We have hired 4 dropout prevention specialists that serve all schools across the district.
Action 1.7 - We continue to provide translation and interpretation services for 100% of the language requests made.
Action 1.8 - Our newcomer center has complete family intake interviews for 98% of our families.
Action 1.9 - Parent engagement offerings have significantly improved this year through our work with Portrait of a Graduate alongside our newly formed DPAC committee with 58 total events this year.
Action 1.10 - 8/14 of our schools are using 5 star to monitor student engagement an increase form the base line of 3. In every grade, at least 70% of students participate in at least one activity.

Challenges to Implementation
No significant challenges impacted implementation. When challenges existed, they were around effectiveness and not implementation.

Modified Implementation:
All actions were implemented as intended for this goal

Non-implemented Actions:
All actions were implemented as intended for this goal.

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.

Generally, the district assumes a variance of 10% or more to be a material difference. There was a raise in the year, which did lead to an overall increase in cost. On top of that, the following actions saw a material difference beyond the 10%:

Action 1.5 (21% decrease): We had a decrease in the number of students who needed to be referred to this program, which resulted in a decrease in the cost of services.

Action 1.6 (51% increase): Due to our increase focus on Attendance, there was additional investment in dedicating people to support attendance efforts as well as Board approved attendance funding.

Action 1.7 (11% decrease): While overall requests was consistent, we attribute this decreased cost to an increase in productivity requiring less additional time.

Action 1.9 (45% decrease): While we increased the number of sessions offered, we had session that highlighted student efforts and did not require paying employees to run the events.

Action 1.10 (22% increase): Our root cause analysis has led us to realize connection is a major focus for many of our initiatives, so there was a big focus in having schools create teams and larger teams to support this work.

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

Action 1.1 and 1.2 (effective) - Despite the fact that contacts and referrals decreased in implementation, we are seeing and increase of over 5% of students feeling connected from baseline and about 4% increase in students feeling safe on campus. Likewise we are seeing a decrease in chronic absenteeism and suspension rates.

Action 1.3 (partially effective)- Although resources are available in every library, we believe this action is only partially effective of this resources in impacting student outcomes. Student in listening sessions do not share that having the resources in the library makes them feel more connected, they site other resources on campus as impacting their feelings of connectedness.

Action 1.4 (effective)- We have been increasing our knowledge and systems to best support Foster Youth. We have designated a foster youth liaison at each site (S3 counselors). This has allowed for consistency in the program. MOUs have been established with the county office of education to provide targeted support for our Foster Youth, specifically in the area of graduation and post-secondary planning. We are currently working to ensure all schools are staffed with FASE Social Workers (4 schools are currently fully staffed). We are also working on improving systems to identify foster youth students entering the district to provide supports, interventions and educational plans to ensure students are scheduled appropriately and making progress towards graduation. Overall, we see we are making effective progress to support Foster Youth, and we will continue to monitor graduation rates and adjust to improve effectiveness. Monitoring of metric 3.9 shows taht we have increased the graduation rate of our Foster Youth from 53.8% in 22-23 to nearly 62% in 24-25, an increase of 8.1%.

Action 1.5 (effective) - Our intervention programs continue to be a resources and support for those students who need to access the tools as evidenced by our declining suspension and expulsion rates.

Action 1.6 (effective) - We are seeing results in our attendance with increased ADA and decreased chronic absenteeism across almost all of our student groups. With the formation of the school attendance teams, we are seeing an increase in sites looking at attendance data to try

and determine root causes and barriers to attendance. We now have hired 4 out of 4 Dropout Prevention Specialists who are working alongside the schools.

Action 1.7 and 1.8 (effective)- We are effectively providing translations to families and students are able to take initial ELPAC prior to school, minimizing the time they are without needed services. Parents reported an increase in feeling connected to the school on the CA Healthy Kids Survey.

Action 1.9 (effective) - We have increased the number of sessions we have provided for parents. We now had 4 LCAP feedback sessions made up of SSC and ELAC parents alongside staff and administrators. Parents reported an increase in feeling connected to the school on the CA Healthy Kids Survey.

Action 1.10 (effective) - We are seeing that 70% of students across each grade level are engaging in at least one school activity. This goes along with the increase of 5% for students feeling connected to school.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description:
No changes to current goal focusing on prioritizing the social emotional well being of all students in an effort to create an environment where every student feels valued, respected, and empowered to reach their full potential both inside and outside the classroom.

Metrics Modifications:
Metric 1.1 was revised due to the reporting of CA Healthy Kids Survey that did not report an all student average this year. So an exact baseline for each student grade level was not available as it was not reported that way when baseline was set.
Metric 1.21 and 1.22 were revised to clearly state that revisions to the metric to allow for better alignment with the Dashboard release were made in the 25-26 LCAP adoption cycle.

Actions Modifications:
Discontinued Action 1.3: Due to multiple years of implementing without a direct connection to student outcomes, we have decided that resources would best be allocated elsewhere.
Additional Action 1.11: With our focus on building a data culture and our efforts directed at improving our graduation rate. We will be adding an additional action (1.11) on data driven counseling with a focus on early graduation interventions. Counselors will be utilizing an ASCA aligned, data-driven framework to implement proactive interventions for graduation.

Expected Outcomes:
There were no changes to expected outcomes this year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	S3 Counselor Services & Training (LREBG funded in 26-27)	Revised for 26-27: Regular meetings of the S3 counselors to share best practices and receive training and/or profession development on a variety of topics. Develop and implement tier 2 supports and services for students and participate in professional development. The CDE website states, "good relationships result in a sense of safety, order, and connectedness among members of the school community" (CDE website, nd). By providing Tier II SEL resources for our students, our social workers and counselors, we seek to build connectedness amongst students and increase the relationships with trusted site employees. This action will be monitored by the CA Healthy Kids Survey on school connectedness (metric 1.1). LREBG is partially funding this action (approximately $450,000).	$1,349,628.00	No
1.2	Mental Health Services (LREBG funded)	Revised in 26-27: Students will have access to a mental health specialist who provides therapeutic and mental health support services. The CDE website states, "good relationships result in a sense of safety, order, and connectedness among members of the school community" (CDE website, nd). By providing Tier III Mental Health supports, we seek to build connectedness amongst students and increase their ability to attend school on a regular bases by meeting their emotional needs. This action will be monitored by the CA Healthy Kids Survey on school connectedness (metric 1.1, metric 1.21). LREBG funding is being used to support this action (approximately $1,400,000).	$1,400,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Discontinued in 26-27 Wellness Resources in Libraries	This action is being discontinued in the 2026-27 school year Revised description 25-26: Libraries will create and maintain displays that highlight books regarding Self-Help, Mental Health, and Wellness and be available to students throughout the school day. They will dedicate an area that is specific to this genre of books. By promoting comprehensive support and fostering essential skills for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged) like resilience, empathy, self awareness, and positive relationships, we aim to create a nurturing environment that supports the overall well-being of our students.	$0.00	No
1.4	School Connection Support for Foster Youth	Revised Description/metric 25-26: The District Foster Youth Liaison will collaborate with School Site Foster Youth Liaisons to provide targeted academic and social-emotional interventions and supports designed to improve the graduation rate of Foster Youth. NOTE: This is a DA focused action.	$252,135.00	Yes
1.5	Intervention Programs	In an effort to address our disproportionate suspension/expulsion rate for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), we continue to offer a robust intervention program for students, in lieu of suspension designed to approach behavior through a restorative and educational lens. Refer to Appendix A for specific information for low performance requirements.	$622,486.00	Yes
1.6	Increase Positive Attendance	Schools will monitor student attendance and implement attendance meetings in order to engage and/or re-engage students in school. Revised Action: Through the formation of district attendance protocols and support, schools will create site level attendance monitoring teams to monitor attendance of English Learners, socioeconomically disadvantaged, and foster youth. Through this effort teams will engage in attendance meetings, conduct data analysis, and support a tiered attendance support system in an effort to determine root causes of attendance issues at their sites and re-engage students in school.	$1,137,363.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Additional Language Support Services	Provide additional language support, both interpretation and translation, for families speaking languages other than English to promote effective communication, access to information, and cultural understanding.	$753,195.00	Yes
1.8	International Newcomer Center	Newcomer students and their families visit the International Newcomer Center for the purpose of Initial ELPAC student assessment and educational evaluation, Family Intake Interview and orientation.	$847,683.00	Yes
1.9	Family Engagement Guidance and Participation	Provide information and guidance to families in support of helping student's academic success and well-being for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Additionally, use these parent engagement opportunities to solicit feedback on parent and family needs assessment. Work to hold at least two district events for support to parents.	$36,000.00	Yes
1.10	School connection to support 9th grade students	The district and school will increase focus on engaging with 9th grade students, specifically unduplicated pupils (EL, FY, and SED) and SWD to create a sense of belonging with their school community.	$619,710.00	Yes
1.11	New for 2026-27 Data Driven Counseling focused on graduation intervention	New for 2026-27 Counselors will utilize an ASCA-aligned, data-driven framework to implement a proactive intervention model. This ensures the early identification of unduplicated student groups, providing targeted resources to maintain credit proficiency and increase on-time graduation rates.	$1,585,931.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GUHSD staff will enhance student learning and foster a culture of innovation and collaboration by implementing high quality educational programs.	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.

Through our LCAP development process, we integrated our Differentiated Assistance root cause analysis. Through that work, we found a number of systems that were working against our efforts to improve services for our historically marginalized populations. Those barriers include: data access and utilization, entrenched mindsets and resistance to change, inadequate support implementation, time constraints and scheduling issues, professional learning needs, and administrative barriers. The actions within this goal are designed to address these barriers to ensure that every student, regardless of their background or circumstances, has access to the resources and support needed to thrive academically and socially. By developing inclusive systems, we aim to address the unique needs of English Learners (ELs), Students with Disabilities (SWD), and Homeless and Foster Youth (HFY), ensuring that they receive tailored support structures. Actions such as improving access to advanced courses and career and technical education aim to overcome existing barriers and promote equitable participation. System-wide understanding of English learners and their programs, through professional learning on topics such as the EL Roadmap, reclassification, and EL Proficiency Level Descriptors, will enable educators to provide meaningful access to an intellectually rich and engaging education for English learners. Offering a designated English Learner development course for Long-Term English Learners (LTELs) addresses specific language acquisition needs, enhancing their academic language proficiency.

Our findings clearly indicated a deeper focus on instruction centered on our historically marginalized populations (English Learners, Students with Disabilities, and Foster and Homeless Youth most prominently). Our school district has set this goal and associated actions to ensure that ALL students receive high-quality instruction, empowering them to meet or exceed grade-level standards and develop into motivated, purposeful, and knowledgeable individuals. We align our instructional practices and professional learning with established high-quality standards, ensuring consistency and excellence across the district. Instructional coaching cycles and a robust teacher induction program provide ongoing support and development for teachers, enhancing their instructional effectiveness. Professional learning in co-teaching and the revamped Study Skills class ensures that all students, including those with special needs, receive the targeted support they need to succeed. Alternative pathways to diploma programs, such as the State Minimum and Essentials Diploma, provide clear and achievable

graduation criteria for students with moderate and extensive support needs. Designated ELD professional learning and courses ensure that English learners receive tailored instruction to develop critical language skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	dELD and iELD enrollment numbers	Baseline 2023-24 dELD enrollment: 68% iELD enrollment: 100%	2024-25 (as of April 4, 2025) dELD enrollment: 67% iELD enrollment: 100%	2025-26 dELD enrollment: 67.9% iELD enrollment: 100%	Increase over three years to 75% of ELs enrolled in dELD or 8.67% per year. Maintain 100% over three years for iELD.	dELD: -0.1% iELD: 0%
2.2	1 level of growth or maintain 4 on Summative ELPAC and Summative Alternative ELPAC	Baseline 2022-23 SA ELPAC Progressed 1 level: 42.3% Maintained a level 4: 3.2% Alternate SA ELPAC Progressed 1 level: 22.2% Maintained a level 4: 44.4%	2023-24 Dashboard Summative ELPAC Progressed 1 level: 30.6% Maintained level 4: 2.3% Alternate Summative ELPAC Progressed 1 level: 16.7% Maintain a level 4: 33.3%	2024-25 Dashboard Summative ELPAC Progressed 1 level: 40.3% Maintained level 4: 0.8% Alternate Summative ELPAC Progressed 1 level: 0% Maintain a level 3: 20%	Increase over three years to SA ELPAC Progressed 1 level: 46% Maintained a level 4: 6% Alternate SA ELPAC Progressed 1 level: 30% Maintained a level 4: 40.0%	Difference from baseline Summative ELPAC Progressed 1 level: -2% Maintained level 4: -2.4% Alternate Summative ELPAC Progressed 1 level: -22.2% Maintain a level 4: -24.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Increase the percent of ELs Reclassifying	Baseline 2023-24: 13.4%	2024-25 (as of April 4, 2025): 9%	2025-26: 11.8% NOTE: This is of 4/29/26 which may not reflect some 12th grade reclassifications at the end of the year.	Increase over three years to 15.5% of ELs reclassified as Fluent English Proficient (RFEP)	Decrease 1.6%
2.4	UC A-G Completion Rates	Baseline 2023-24 CALPADS EL-11% SWD - 12% HFY - 0% SED -39%	This goal was discontinued and is being adjust in metric 2.16	This goal was discontinued and is being adjust in metric 2.16	+6 percentage points over three years (2 percent per year) - All Students +9 percentage points over three years (3 percent per year) - EL, HFY, and SWD	Discontinued
2.5	As a measure of implementation of the academic content and performance standards adopted by the state board, we will show decreases D/F Rates, specifically for English Learners.	2023-24 % of grades given that were a D or an F All students: 22% EL students: 43%	2024 - 2025 (as of April 4, 2025)* % of grades given that were a D or an F All students: 19% EL students: 33% *End of year percentage will be updated at the mid-year LCAP review	2025-2026 D/F for EL student in each core area: All Students: 20% EL Students: 40%	Decrease in D/F rates by 12%, 3% per year	Difference: All students -5% EL Students: -21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	EL Performance on the CCI	2023 Dashboard Very Low	2024 Dashboard Medium overall: Low performance, increase from prior year	2025 Dashboard Medium overall: 20.8% prepared, increased 2.1%	Increase over three years to a level of Medium on the CCI for English Learners	Increase of 2 performance levels
2.7	EL Professional Learning Opportunities	Baseline 2023-24 Admin presentations Baseline from 2023-24 - 1 # of EL Coordinator PL: 1 # of ILT presentations Baseline from 2023-24 - 0 # of Core councils presentations Baseline from 2023-24 - 0	2024-25 (occurred or planned) Admin Presentations: 1 # of EL Coordinator PL: 2 # of ILT presentations:1 # of Core councils presentations - 1	2025-26 Admin Presentations: 3 # of EL Coordinator PL: 3 # of ILT presentations - 0 # of Core councils presentations - 0	Increase to at least 3 meetings per year for EL Coordinators. Increase to 2 presentations to ILT and core councils.	# Admin Presentations: 2 # of EL Coordinator PL: 2 # of ILT presentations: 0 # of Core councils presentations -0
2.8	Teacher Effectiveness All students have equitable access to appropriately assigned, experienced, and effective teachers	Teacher Effectiveness 2021-2022 TAMO report Total FTE: 752 Clear: 81.7% Out-of-Field: 3.7% Intern: 0.4% Ineffective: 1.2% Incomplete: 12.5% Unknown: 0.3%	Teacher Effectiveness 2022-23 TAMO report Total FTE: 775 Clear: 87.4% Out-of-Field: 11.2% Intern: 1.3% Ineffective: 3.2% Incomplete: 0% Unknown: 0%	Teacher Effectiveness 2023-24 TAMO report Total FTE: 123.6 Clear: 74.2% Out-of-Field: 6.9% Intern: 4.2% Ineffective: 6.1% Incomplete: 8.6% Unknown: 0%	90% clear or better	Difference from Baseline Total FTE: - 628.4 Clear: -7.5% Out-of-Field: +3.2% Intern: +0.5% Ineffective: +4.9% Incomplete: -3.9% Unknown: -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Note: Percentages are off due to disparity in CALPADs FTE data
2.9	Access to Instructional Materials All students have access to and use appropriate grade-level, standards-aligned instructional materials	100% of students that have sufficient access to instructional materials, including Chromebooks 2023-24 data: Chromebooks provided - 4500	100% of students that have sufficient access to instructional materials, including Chromebooks 2024-25 data: Chromebooks provided - 4500	100% of students that have sufficient access to instructional materials, including Chromebooks 2025-26 data: Chromebooks provided - 4500	100% of students that have sufficient access to instructional materials	No Difference from Baseline in sufficient access. Maintained 100%
2.10	Safe and Clean Schools Schools meet state standards for safety, cleanliness, and adequacy	13/14 schools FIT report good standing on FIT report	14/14 schools FIT report good standing on FIT	14/14 schools FIT report good standing on FIT report	All GUHSD schools remain in good standing on FIT report (14/14 schools)	+1 school
2.11	Student Performance on CAASPP	2022-2023 Test Data SBAC ELA All Students: 52.19% EL: 8.71% SWD: 15.26% SBAC Math: All Students: 25.90% EL: 3.14% SWD: 5.09% 2023 CAST (% Met/Exceeded): All	2023-24 CAASPP Data SBAC ELA All Students: 51.60% EL: 3.96% SWD: 18.3% SBAC Math All Students: 26.44% EL: 3.16% SWD: 5.03%	2024-25 CAASPP Data SBAC ELA All Students: 51.0% EL: 5.9% SED: 43.3% SWD: 17.9% SBAC Math All Students: 27% EL: 4.4%	Increase all performance levels to green	Difference from Baseline SBAC ELA All Students: +1.19% EL: -2.81% SED: -1.7% SWD: +2.64% SBAC Math All Students: +2.9% EL: +1.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students: 25.81% EL: 1.50% SWD: 6.72% Will update to 2024 Dashboard data when available.	2024 CAST (% met or exceeded): All students:27.51% EL: 0.92% SWD: 8.16%	SED: 20.3% SWD: 4.6% 2024 CAST (% met or exceeded): All students: 28.4% EL: 2.4% SED: 22.1% SWD: 9%		SED: +2.1% SWD: -0.49% 2024 CAST (% met or exceeded): All students:-2.59% EL: +0.9% SED: +4% SWD: +2.28%
2.12	Student Performance on CAA	2023 Baseline Math Level 3: 3.57% ELA Level 3: 8.93% Will update data once 2024 becomes available	2023-24 Math Level 3: 6.25% ELA Level 3: 13.04% Science Level 3: 3.7%	2024 -25 Math Level 3: 3.03% ELA Level 3: 8.82% Science Level 3: 11.76%	Increase of 0.5 percentage point per year (1.5% point increase in 3 years)	Difference from Baseline Math: - 0.54%% ELA: - 0.11% Science (difference from 23-24): +8.06%
2.13	Coaching cycle participation	2023-24 65 GUHSD teachers participated in coaching cycles.	2024-25 (as of April 1, 2025) 38 GUHSD teachers participated in coaching cycles	2025-26 52 GUHSD teachers participated in coaching cycles.	85 teachers will participate in coaching cycles.	This is a decrease from the baseline by 13 coaching cycles.
2.14	Co-Teaching PD participation	2024-25 Number of aides trained to support co-teaching and/or inclusion: 145 Number of teachers receiving pull-out professional development: 0	Baseline established in 24-25	2025-26 Number of aides trained to support co-teaching and/or inclusion: 0 Number of teachers receiving pull-out professional development: 12	Increase in participation and availability of PD	Difference from Baseline Number of aides trained to support co-teaching and/or inclusion: -145 Number of teachers receiving pull-out

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of professional developments created to support aides and/or teachers: 2 Current staff members available to support training around co-teaching/inclusions: 1 district employee		Number of professional developments created to support aides and/or teachers: 9 Current staff members available to support training around co-teaching/inclusions: 3 district employees		professional development: +12 Number of professional developments created to support aides and/or teachers: +7 Current staff members available to support training around co-teaching/inclusions: +2
2.15	As a measure of implementation of the academic content and performance standards adopted by the state board, we will show decreases in D/F rates for SWD	2023-24 D/F rates for SWD in a co-taught course D/F range all: 27% D/F CORE: 31%	Baseline set this year	This action was revised in 25-26 . See metric 2.19	Decrease of 1.5 percentage point per year (4.5% point reduction in 3 years)	This action was revised in 25-26 . See metric 2.19
2.16	(Revision of metric 2.4) UC A-G Completion Rates (Dashboard additional report - meeting UC/CSU requirements)	2022-2023 All students: 39.8% EL: 15.5% SWD: 8.4% FY: 11.5% SED: 33.5%	2023-24 All students: 39.3 % EL: 16.1 % SWD: 9.7 % FY: 13.6 % SED: 33.3 %	2024-25 All students: 41.8 % EL: 20.8 % SWD: 13 % FY: 4.8 % SED: 36 %	Increase of 10% across all groups.	Difference from baseline: All: +3% EL: +5.3% SWD: +4.6% FY: -6.7% SED: +2.5%
2.17	Number of schools with active ILTs and the number of meetings held annually.	Baseline 24-25 Number of Schools with actively meeting ILTs: 7	Metric baseline set in 24-25	Baseline 2025-26 Number of Schools with actively meeting ILTs: 10	Increase to 10 schools with actively meeting ILTs	Difference from baseline Number of schools with active ILT: +3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of ILT meetings District-led: 7 Site-led: 43 Total: 50		Number of ILT meetings District-led: 6 Site-led: 53 Total: 59	Increase in the overall ILT meetings (District and Site) from 50.	District-led: -1 Site led: +10 Total: +9
2.18	Number of IEPs indicating access to the alternatives to diploma pathway.	2024-25 Number of IEPs with access to pathways indicated: 132	Metric baseline set in 24-25	2025-26 Number of IEPs which list access to the alternatives to diploma pathway: 201	This number will increase from baseline.	Difference +69
2.19	As a measure of implementation of the academic content and performance standards adopted by the state board, we will show decreases in D/F rates for SWD	2023-24 % of grades given that were a D or an F All students: 22% SWD: students: 32%	2024-25 % of grades given that were a D or an F All students: 21% SWD: students: 31%	2025 - 26 (as of May 15, 2026 % of grades given that were a D or an F All students: 20% SWD: 28%	Decrease of 3% each year	Difference from baseline % of grades given that were a D or an F All students: -2% SWD: -4%

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 district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 2.1 and action 2.2 - Although there are still struggles with staffing and providing dELD, the work that we set out to do has been successfully implemented.
Action 2.3 - The action expanded to include professional learning for principals with site leaders learning about integrated professional learning throughout the year. Several schools also invested resources in working alongside the EL TOSAs.

Action 2.4 - Action 2.4 was successfully implemented as evident by the 52 teachers who completed coaching cycles. While this is not as many as the baseline year, it was a significant increase from last year.
Action 2.7 - Work to support alternative pathways to graduation have been vetted and determined.
Action 2.8 - This action was successfully implemented with all students not only having access to a device, but access to wifi when needed, allowing for access to necessary online learning resources. We also continue to grow as we expand AI opportunities for both students and staff.
Action 2.9 - Additional teachers were hired across the system to build those smaller class connections with students.
Action 2.10 - We have already surpassed the desire for 100% of schools to have an active ILT with over 50 meetings. We continue to invest in this work as the ILTs serve as our professional development model moving forward.

Implementation Challenges:
Action 2.5 - Action 2.5 still saw challenges as the model for implementing professional learning around co-teaching was not in place. We continue to look at how we can improve this moving forward.
Action 2.6 - This action continues to have challenges with the change in staffing and and the need to ensure that base supports and programs are available to students. While minimal work has been done and the people are in place, it does not seem the best time to continue this work

Modified Implementation:
Action 2.5 had limited implementation due to the discontinuity of a professional learning model.
Action 2.6 while investigative work was begun on the study skills revamp the team did not have the ability to begin a larger scale process and district-wide modifications to study skills.

Non-implemented Actions:
All actions were implemented to some extent.

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.

Generally, the district assumes a variance of 10% or more to be a material difference. The following actions saw a material difference beyond the 10%.

Action 2.2 (increase 16%): This is due to a raise earlier in the year which impact the cost of employees.

Action 2.3 (decrease 38%): Our new professional learning model for English Learners required fewer teacher pull out days funded by the district office. While we provided the professional learning, the most successful PD opportunities were those in which the site was bringing the learning to their team. This meant a reduce cost in district funded subs.

Action 2.5 (decrease 31%): Fewer pull out professional learning opportunities were provided at site for co-teaching. There was more of a push-in support model leading to reduced cost in pull out time.

Action 2.6 (decrease 31%): After some attempts to revamp study skills this year and planning sessions, the team realized that this was not going to be the best time for such an endeavor.

Action 2.7 (decrease 31%): The process for adjust graduation requirements for special education students took longer than anticipated. So while the work continued, the full plan was not able to be achieved.

Action 2.8 (increase 38%): To support our technology endeavors additional investments were made to AI tools and eSports hardware beyond the original Chromebook investment anticipated. These were Board adopted, technology enhancements to the original funding.

Action 2.9 (increase 126%): The district originally planned to support lower-classes sizes through only LREBG, but determine that to truly impact class sizes they would also invest general fund money as well. A raise was also given so the cost of salaries went up.

Action 2.10 (decrease 28%): The cost of ILTs is estimated based on which teachers we believe will participate on the teams. As teams change, and either have different staff, have fewer staff members, or meet fewer times this number varies.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Action 2.1 (effective) - This action has been effective as evident in our reclassification numbers.

Action 2.2 and 2.3 (effective) - Qualitative data shows that principals are discussing their EL needs and looking for opportunities to improve professional learning to support ELs.

Action 2.4 and 2.10 (effective) - These actions are showing effectiveness as culture and practice is shifting on the campus. We are building some common practices and language across the schools in the district and we are seeing an increased willingness for sites and teachers to participate in this work.

Action 2.5 (partially effective) - We are seeing signs of effectiveness with a slight reduction in D/F rates amongst SWD, but with the inconsistency of implementation it is hard to determine the impact.

Action 2.6 (ineffective) - This action was not effective as it was not fully implemented and the team determined it would not be the best time to continue pursuing.

Action 2.7 (effective) - We have seen a 3% increase in graduation rates for SWD although we have not yet closed the gap.

Action 2.8 (effective) - Our technology action is effective as students are accessing their required learning resources, and we are seeing an increased desire to use AI and participate in eSports.

Actions 2.9 (partially effective) - While we are hearing qualitative data about class-size reduction being positive, data around CAASPP scores and graduation rates does not show a significant increase. We will continue to monitor this to determine if this action should be removed in the next LCAP cycle.

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 our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic achievement and engagement.

Metrics Modifications:
Discontinue and Revise Metric 2.15 (now Metric 2.19) - Limitations due to how our co-taught classes are coded in infinite campus made the desired metric impossible to collect. As a result, the metric (2.15) was discontinued and replaced with metric 2.19 which will allow us to monitor the D/F rate of students with disabilities.
Revision to 2.8 to align with the Dashboard TAMO data presentation - To be inline with the TAMO data presented on the Dashboard and be transparent with our stakeholders, we have ensured our teacher credential data reflects the TAMO reports presented on the Dashboard and not internal data.

Action Modifications:
Discontinue Action 2.6 - Due to various barriers, action 2.6 will be discontinued until the appropriate time to revamp the study skills curriculum.

Action 2.8: Desire to expand our technology resources for students has led us to increase AI access for students. The district will invest in training teachers to both use to support learning and also use AI resources with students to build 21st Century skills. The district also recognizes that technology engages and connects some students in a way that clubs and sports do not, so GUHSD will be investing in an Esport program to reach students who have not been otherwise connected in other site offerings.

Additional Actions 2.11, 2.12, 2.13 - Based on our data and on-going needs assessments, we recognize the need to allocate resources to support alignment of curriculum, increased data access and usage, and coaching administrators through these changes. For those reasons, the additional actions have been added for the 2026-27 school year.

Expected Outcomes:
There are no outcomes modifications at this time.
These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Designated ELD Support Courses	All English learners, no matter their grade and no matter their proficiency receive Designated ELD as a stand alone course in one of the following ways: Newcomer dELD Course - Courses are capped at 20:1 to support high quality instructions with specific attention to cultural acclimation and accelerating English language acquisition. LTEL courses - Courses are capped at 33:1 to support high-quality instructions with a specific focus on academic language development and the language acquisition needs of LTELs. Refer to Appendix A for specific information for low performance requirements. NOTE: This is a DA focused action.	$4,193,796.00	Yes
2.2	English Learner Additional Support	Staff will provide targeted interventions and supports specifically for English Learners around academic language acquisition to access grade-appropriate content. Refer to Appendix A for specific information for low performance requirements. NOTE: This is a DA focused action.	$85,000.00	Yes
2.3	Designated and Integrated ELD Professional Learning	Integrated and Designated ELD teachers attend professional learning focused on deepening their learning of the state-adopted ELD standards and instructional approaches that assist English learners to develop critical English language skills necessary for academic content learning in English. Appendix A for specific information for low performance requirements. NOTE: This is a DA focused action.	$43,938.00	Yes
2.4	Instructional coaching cycles for teachers	Provide site-based instructional coaches at all school sites who will lead teachers through instructional coaching. Refer to Appendix A for specific information for low performance requirements. NOTE: This is a DA focused action.	$1,576,932.00	Yes
2.5	Co-teaching alignment and professional learning	Revised for more targeted focus: Identify a system-wide understanding of co-teaching, co-teaching models, adn inclusion models including the expectations around scheduling and the responsibilities of special	$5,406,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(M/M Sped Teachers who are Co Teaching)	education and general education teams. Additionally, establish success criteria that can be measured. Offer professional learning options for co-teaching teams with the purpose of supporting unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged) within co taught courses. Provide professional learning to paraprofessional staff to ensure success in an inclusion model. Refer to Appendix A for specific information for low performance requirements. NOTE: This is a DA focused action.		
2.6	Revamp Study Skills Class/ Guided Studies (MM Sped Teachers)	This action will be discontinued in 2026-27. Revised for more targeted focus 25-26: Implement the reimagined study skills class across GUHSD. This course will focus on key skills that support students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), throughout their core classes and measured through the skill growth scales available in Schoology. The course is in service of students becoming independent and expert learners. Refer to Appendix A for specific information for low performance requirements	$0.00	No
2.7	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Revised for more targeted focus: Student computers on a high school campus provide essential access to the curriculum by enabling students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), to engage with digital learning resources, complete assignments, and collaborate on projects. Through these devices, students can access online textbooks, educational software, and learning management systems where teachers post course materials, assignments, and assessments. Additionally, computers facilitate research, enhance digital literacy, and allow for personalized learning experiences, catering to different learning styles and paces. Refer to Appendix A for specific information for low performance requirements NOTE: This is a DA focused action.	$5,406,782.00	Yes
2.8	Technology access for students and	(Revised in 26-27): Provide access to digital curriculum, technology tools including AI, and online support to students, including unduplicated pupils	$5,601,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
	teachers with a focus on AI and SEL	(EL, SWD, homeless, foster youth, and Economically Disadvantaged). Deliver an esports program at each site, providing access to additional students, to drive student belonging, attendance and retention.		
2.9	Additional Classes to Engage All Learners (LREBG funded)	Added for 25-26 and modified for 26-27: The Human Resources Department and Educational Services will work with site administrators to employ additional teachers to engage all learners. We recognize that all students do not feel connected to the school, specifically our unduplicated students (English learners, foster youth, socioeconomically disadvantaged), and that by building connections we can support mastery in our learners. The CDE website states, "good relationships result in a sense of safety, order, and connectedness among members of the school community" (CDE website, nd). By ensuring we provide additional classes to support all learners, we seek to build connectedness amongst students as they can continue to form those meaningful relationships with a trusted peer on campus. This action will be monitored through the CA Healthy Kids Survey on connectedness to school (metric 1.1), CAASPP scores (metric 2.11), and D/F rate (metric 2.5). LREBG fully funded in 26-27 (approximately $3,800,000).	$3,766,413.00	No
2.10	Site Instructional Leadership Teams (ILT)	Added for 25-26 Each site will develop an instructional leadership team. Teams with meet with district leadership with a focus at looking at data and instruction to improve outcomes for our students. The district will provide structure and resources to the Instructional Leadership Teams (ILT) to help: * Prioritize high-quality student-centered learning * Align planning with goals * Monitor progress and outcomes NOTE: This is a DA focused action.	$555,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	New for 2026-27 Instructional Materials Audit and Alignment to ensure all students have access to rigorous, standards-aligned curriculum	This action is being added for 2026-27. Conduct a district-wide, comprehensive curriculum audit and standards alignment. This process will: 1) Evaluate academic rigor and audit for equity. 2) Identify gaps in current curriculum implementation. 3) Ensure all students have access to high-quality, standards-aligned materials. 4) Provide sufficient, integrated English Language Development (ELD) resources to help EL students master rigorous material and reach proficiency.	$1,368,281.00	Yes
2.12	New for 2026-27 Data Team to promote a Culture of Data through access to timely and relevant data	This action is being added for 2026-27. The district data team will provide administrators with consistent, real-time analytics to facilitate rigorous root cause analysis and targeted action. Centralizing this data at the district level ensures a "single source of truth" across all sites, allowing for systemic accountability and uniform monitoring of performance trends. This unified oversight is essential to identifying and eliminating specific barriers that impact our most vulnerable students, particularly EL, SED, and Foster Youth. Note: This is a DA action for 26-27.	$269,840.00	Yes
2.13	New for 2026-27 Instructional Leadership Coaching to build capacity of district leadership to lead change efforts	This action is being added for 2026-27. Through the leadership of the Executive Director, Leadership, administrators across the district will engage in structured leadership coaching focused on strengthening instructional leadership practices. Coaching will center on delivering targeted, actionable feedback; engaging in courageous and constructive conversations; and calibrating leadership practices to ensure high-quality Tier 1 instruction is consistently implemented. In parallel, administrators will develop and refine campus systems to ensure students have timely and meaningful access to Tier 2 and Tier 3 supports. This work will build coherent instructional systems and	$1,473,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		equip leaders to effectively guide change aligned to district priorities. Note: This is a DA action for 26-27.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The GUHSD will develop and implement comprehensive programs and resources to prepare students for success beyond high school, ensuring that every student is equipped with the tools and confidence to achieve their post-graduation goals.	Broad Goal

State Priorities addressed by this goal.

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.

Through our LCAP development process, we integrated our Differentiated Assistance root cause analysis. Through that work, we found a number of systems that were working against our efforts to improve services for our historically marginalized populations. Those barriers include: data access and utilization, entrenched mindsets and resistance to change, inadequate support implementation, time constraints and scheduling issues, professional learning needs, and administrative barriers. The actions within this goal are designed to address these barriers to ensure that every student, regardless of their background or circumstances, has access to the resources and support needed to thrive academically and socially. By developing inclusive systems, we aim to address the unique needs of English Learners (ELs), Students with Disabilities (SWD), and Homeless and Foster Youth (HFY), ensuring that they receive tailored support structures. Actions such as improving access to advanced courses and career and technical education aim to overcome existing barriers and promote equitable participation. Professional learning for staff on special education and SWD programs is crucial to provide meaningful support and create an engaging educational experience for these students. Implementing a new data system will help track and support vulnerable students effectively, while targeted academic interventions ensure that all students receive the help they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CTE enrollment and pathway completion by demographics	Baseline from 2023-24 Total CTE enrollment = 3,802 Male = 62.62%	This metric was revised to align with state reporting. (See metric 3.13)	Metric revised, see metric 3.13	Increase CTE enrollment and completion rate over three years by 3%	Metric Revised, see metric 3.13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Female = 37.35% X = .03% EL = 5.71% SWD = 16.33% SED = 69.94% Homeless/Foster = 4.18% CTE Completion in 2023-24, all grades Male = 59.44% Female = 40.56% EL = 3.48% SWD = 12.88% SED = 71.44% Homeless/Foster = 4.36%				
3.2	Students completing UC a-g requirements and a CTE pathyway	2022-2023 Data All: 9.5% EL: 1.6% SWD: 1.4% SED: 6.7% Homeless: 7.0% Foster: 0% From CA Dashboard Additional Reports (Met UC/CSU and CTE Pathway Report)	2023-24 Data All: 9.9% EL: 3.7% SWD: 2.3% SED: 8.0% Homeless: 6.7% Foster: 0%	2024-25 Data All: 11.1% EL: 5% SWD: 4.2% SED: 9.5% Homeless: 8.6% Foster: 0%	Increase the overall rate by 1.0% each year and show increases in each priority group each year.	Difference All: +1.6% EL: +3.4% SWD: + 2.8% SED: +2.8% Homeless: +1.6% Foster: 0%
3.3	Dual Enrollment - enrollment and demographic data	2023-2024 Data	2024-25 (As of April 4, 2025)	2025-26 Data	Increase the number of CCAP Dual Enrollment	Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of CCAP course enrollments= 879 total for all students Demographics: EL = 83 SWD = 33 Homeless = 21	Number of CCAP course enrollments = 868 total for all students Demographics: EL = 72 SWD = 41 Homeless = 18	Number of CCAP course enrollments = 622 total for all students Demographics: EL = 26 SWD= 29 Homeless=2	course enrollments by 5%	Number of CCAP course enrollments = -257 Demographics: EL = -57 SWD= -4 Homeless= -19
3.4	AP scores of 3 or higher by demographic data	2023-2024 Data All Students: 67.63% EL: 0.44% SWD: 0.90% SED: 30.10 % HFY: 1.67%	This metric is being revised to adjust for timeline and to provide data that better represents the student performance. See metric 3.12.	Metric was revised, see metric 3.12	Increase the percentage of students passing AP (EL, SWD, homeless, foster youth, and Economically Disadvantaged) by 3%	Revised, see metric 3.12
3.5	VAPA enrollment and demographic data	2023-2024 Vapa Enrollment District-wide: All students = 37% SWD = 37% EL = 24% Hispanic = 38% White = 37.4% African American = 35%	2024-25 (as of April 4, 2025) District-wide: All students = 36.2% SWD = 20% EL = 10% Hispanic = 44% White = 41%	2025-26 (Second Semester) District-wide: All students: 33.1% SWD: 20.5% EL: 15.2% Hispanic:42.3% White: 39.4%	Increase enrollment in VAPA courses by 3% overall	Difference District-wide: All students: -3.9% SWD: -16.5% EL: -8.8% Hispanic:+4.3% White: +2% African American: -30.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African - American = 4.5%	African American: 4.9%		
3.6	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness will be measured using College-going rates.	Baseline 2022-2023 (National Clearinghouse) Graduates: 68% (immediately after high school graduation) Metric will be updated when National Clearinghouse is released	2023-24 National Clearinghouse Data: Graduates: 63% (immediately after high school graduation)	2024-25 National Clearinghouse Data: Graduates: 64% (immediately after high school graduation)	Increase +6% over three years (2 percent per year)	Graduates: -4%
3.7	Unified Insights usage	NEW in 2024-25: Baseline established at end of school year. # people trained on data system # of reports run on the data system	This metric is being removed.	Metric was discontinued	By measuring data access and utilization, we will be able to evaluate the usefulness of this tool and track and modify student needs. Once we establish a baseline for usage, we will determine our targeted outcome.	Discontinued 24-25
3.8	Passing rates on credit recovery courses and summer school posted grades	2024 Passing Rates for Credit Recovery: 66.8% Data includes D's. Baseline D/F rate = 23.24%	This is being discontinued and reinstated with a new discussion on baseline.	Metric was discontinued	Credit Recovery: Increase of 1% per year (3 % over three years) to 70% Summer School:	Discontinued 24-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Decrease of 2 percent per year over three years.	
3.9	Graduation Rate From CA Dashboard	22-23 Baseline Data Grad rate all students = 82.8% EL = 69.8% Homeless = 68.4% Socioeconomically Disadvantaged = 81% SWD = 65.2% Foster = 53.8% Grad rate all students = 82.8% EL = 69.8% Homeless = 68.4% Socioeconomically Disadvantaged = 81% SWD = 65.2% Foster = 53.8% Will update to 2024 data when available	23-24 Dashboard Grad rate all students: 81.4% ELL 67.7% Homeless: 70.7% Socioeconomically Disadvantaged: 79% SWD: 65.1% Foster: 54.5%	24 - 25 Dashboard Grad rate all students: 83.9% ELL 73.3% Homeless: 75.1% Socioeconomically Disadvantaged: 81.7% SWD: 70% Foster: 61.9%	Increase the percentage of students graduating each year (EL, SWD, homeless, foster youth, and Economically Disadvantaged) by 1% each year for a total of 3% after three years.	Grad rate all students: +1.1% ELL +3.5% Homeless: +6.7% Socioeconomically Disadvantaged: +0.7% SWD: +3.3% Foster: +8.1%
3.10	Home choice program	2023-24 Total enrollment: 343 12+ enrollment: 57 Graduates 105	2024-25 (as of April 4, 2025) Total enrollment: 329 12+ enrollment: 15 Graduates: 44	2025-26 (as of April 15, 2026) Total enrollment: 391 12+ enrollment: 13 Graduates: 49	Maintain enrollment numbers over the next 3 years	Enrollment: +48 12+ enrollment: –44 Graduates: -56

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	(Discontinued) Passing rates on credit recovery courses and summer school posted grades	2023 - 2024 Passing Rates for Credit Recovery: 66.8% Data includes D's. Baseline F rate = 23.24%	Baseline established in 24-25	Consistency of reporting did not provide meaningful data	Increase passing rates by 3% annually and decrease F rates by 2% annually.	Discontinued 25-26
3.12	New to LCAP 24-25 (formerly 3.4) AP Scores	2022-23 Percent of students with a score of 3 or higher 2022-23 Scores (3,4,5) All: 60.71% Disaggregated data was not collected in 22-23. The disaggregated baseline will be set in 23-24 Percent of graduating cohort that met prepared by “advanced placement” On the college/career indicator All: 28.7% EL: 18.9% SWD: 7.1% FY: 0% SED: 23.0%	2023-24 Percent of students with a score of 3 or higher 2023-24 Scores (3,4,5) All: 67.6% EL: 51.4% SWD: 42.4% SED: 61.7% Foster/Homeless: 54.5% Percent of graduating cohort that met prepared by “advanced placement” On the college/career indicator All: 30.2% EL: 9.9% SWD: 7.1% FY: 50.0% SED: 24.2%	2024-25 Percent of students with a score of 3 or higher 2024-25 Scores (3,4,5) All- 72.26% EL- 58.54% SWD- 64.04% SED- 66.02% Foster/Homeless: 67.67% Percent of graduating cohort that met prepared by “advanced placement” On the college/career indicator All: 54.8% EL: 28.5% SWD: 28.1% FY: 50.0% SED: 49.9%	Increase the percentage of students passing AP (EL, SWD, homeless, foster youth, and Economically Disadvantaged) by 3%	Percent of students with a score of 3 or higher All- +11.55% Percent of graduating cohort that met prepared by “advanced placement” On the college/career indicator All: +26.1% EL: +9.6% SWD: +21% FY: +50% SED: +26.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	New Metric for LCAP in 25-26: CTE pathway completion rates For graduating cohort	2022-23 Percentage of all CTE participants who complete CTE: 20.5% % of all CTE participant within a student group who complete CTE: EL: 16.3 SED: 25% FY: 0% SWD: 14.8%	2023-24 Percentage of all CTE participants who complete CTE: 17.2% % of all CTE participant within a student group who complete CTE: EL: 16.5% SED: 17.5% FY: 11.1% SWD: 14.6%	2024 - 25 Percentage of all CTE participants who complete CTE: 20.9% % of all CTE participant within a student group who complete CTE: EL: 12.6% SED: 19.9% SWD: 15.5% Foster Youth" 14.3%	Increase all categories by 5% annually	2024 - 25 Percentage of all CTE participants who complete CTE: +0.4% % of all CTE participant within a student group who complete CTE: EL: -3.7% SED: -5.1% SWD: +0.7% Foster Youth: +14.3%
3.14	CTE enrollment demographics	2022-23 All CTE participants: 3851 Percentage of all students in the district enrolled in CTE: 23.1% % of enrolled CTE participants for each student group EL: 7% SED: 59% Foster: 0.1% SWD: 13%	2023-24 All CTE participants: 3707 Percentage of all students in the district enrolled in CTE: 22.4% % of enrolled CTE participants for each student group EL: 4.7% SED: 60% Foster: 0.2% SWD: 13%	2024-25 All CTE participants: 3849 Percentage of all students in the district enrolled in CTE: 23.4% % of enrolled CTE participants for each student group EL: 7.7% SED: 60% Foster: 0.47% SWD: 15%	Increase all categories by 5% annually	Difference from Baseline All CTE participants: -2 Percentage of all students in the district enrolled in CTE: +0.3% % of enrolled CTE participants for each student group EL: +0.7% SED: +1% Foster: +0.27% SWD:+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.15	New metric for 26-27: Course Access: % of students, including unduplicated pupils and individuals with exceptional needs, who are enrolled in a broad course of study including all subject areas, as verified by annual Master Schedule audits.	2025 - 2026 100% of all students, including unduplicated pupils and individuals with exceptional needs	The baseline for this metric was established in 2025-26.	The baseline for this metric was established in 2025-26.	Maintain 100%	No difference as baseline was established this year.

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 district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 3.1: This action was fully implemented with new pathways continually being offered to allow students to reach higher courses. Each site received additional FTEs to ensure CTE pathways could expand. Moving into next year, this expansion will continue with a new pathway at Valhalla.
Action 3.2: We successfully offered a number of programs, including AP. This year, we approved the establishment of Mt Miguel as Mount Miguel Early College. This is meant to provide access and opportunity for students in Spring Valley to a dual enrollment program as we already had Grossmont Middle College in the La Mesa region. We are seeing the impact of these efforts
as 57% of our students who met readiness on the CCI indicator, met CCI indicator through an AP pathway.
Action 3.4: We successfully placed opportunity teachers at each site, allowing the site to determine the best targeted intervention for their students based on the data. The opportunity teachers allows students additional opportunities to meet graduation timeline through intensive Tier II support and intervention.

Implementation Challenges:
Action 3.1: While this action has been implemented, we continue to recognize that we need to make sure that we are getting the right pathways at the right schools, including expansion at some locations. We also recognize that we need to better understand why are

percentage are low in some of our target groups, including ELs. More root cause analysis is needed to ensure we are providing opportunity and access for all students.
Action 3.2: We are seeing declining numbers in dual enrollment, we continue to try and identify why this might be as we expand our program in Spring Valley.

Modified Implementation:
All activities were implemented as planned in the 2025-26 school year.

Non-implemented Actions:
All actions that continued into 25-26 were implemented as intended.

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.

Generally, the district assumes a variance of 10% or more to be a material difference. All actions with this goal had variance with this 10% difference.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

Action 3.1 and Action 3.2 (effective): We are seeing our enrollment data reflect steady participation in some of these programs, but declining participation in dual enrollment. We also recognize that in VAPA and dual enrollment there is a disparity in participation among student groups. As we monitor this for the new year, and consider the implications for the next LCAP, we have to make sure that while we have effectively offered courses that the students we were intending to target are enrolled in them.

Action 3.4 (effective): We have seen a slight increase in graduation rate. While we would wish to see a greater increase in graduation and a closing of the gap between our all student rates, ELs, and students with disabilities, the impact of our interventions are showing signs of effectiveness.

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 our analysis, here are the planned adjustments for the 2026-27 LCAP year:

Goal Description: No changes to current goal focusing on developing and implementing comprehensive programs and resources to prepare students for success beyond high school, ensuring that every student is equipped with the tools and confidence to achieve their post-graduation goals.

Metrics Modifications:
Modified Metric 3.14 had duplicate information to metric 3.13. The duplicate information was removed from 3.14 reflecting one metric for CTE pathway completion (3.13) and one for the demographic information (3.14).
Additional Metric 3.15 - This metric was added to ensure we are monitoring students access (including unduplicated pupils) to a broad course of study.

Actions Modifications:
Action 3.5 was added as a non-contributing action as a transparent commitment to supporting our program and school sites with modern and safe facilities.

Expected Outcomes:
There are no outcomes modifications at this time.
These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE access	Identify and understand the disparities in program participation. This includes structural barriers, self-perception, teacher perception, and scheduling difficulties. Look for ways to overcome existing barriers. Conduct outreach efforts for those groups by emphasizing the benefits. Work proactively to build support for unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Refer to Appendix A for specific information for low performance requirements	$8,078,948.00	Yes
3.2	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Identify and understand the disparities in program participation. This includes structural barriers, self-perception, teacher perception, and scheduling difficulties. Look for ways to overcome existing barriers. Conduct outreach efforts for those groups by emphasizing the benefits. Work proactively to build support for our unduplicated student groups (EL,	$3,220,384.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SWD, homeless, foster youth, and Economically Disadvantaged). Refer to Appendix A for specific information for low performance requirements		
3.3	Discontinued: Onboard a new data system - Unified Insights	Discontinued 24-25: Obtain, onboard, and use a comprehensive data system that allows administrators, counselors, and teachers to: evaluate program effectiveness, make data informed decisions on best practices, individualize student support, evaluate MTSS programs for effectiveness, track and modify instruction based on individual student needs, including our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Refer to Appendix A for specific information for low performance requirements	$0.00	No
3.4	Targeted academic interventions and supports for all students	GUHSD offers a wide array of programs that are available to students, including our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), based on individual needs. Refer to Appendix A for specific information for low performance requirements	$6,061,526.00	Yes
3.5	Facilities Improvement and Modernization	New for the 2026-27 School Year: To support CTE enrollment goals, the district will continue to improve, modernize and expand CTE facilities. By creating high-quality, industry-standard learning environments, we ensure our students have access to professional-grade infrastructure.	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	GUHSD will increase the academic success of students in our equity multiplier school (Chaparral) with high socioeconomically disadvantaged pupil rates by effectively utilizing LCFF Equity Multiplier funding to increase stability rates, reduce suspension rates (specifically for SWD, Hispanic students, and SED students who currently are orange for suspension), increase graduation rates (specifically for SED students), increase student attendance rates, and increase a student feeling of belonging by the end of the 26-27 school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Grossmont Union High School District (GUHSD) is committed to increasing the educational stability and academic success of students in our one identified equity multiplier school, which has high rates of student mobility and significant populations of socioeconomically disadvantaged pupils. By effectively utilizing Local Control Funding Formula (LCFF) Equity Multiplier funding, we aim to address the unique challenges faced by these students and provide targeted support to ensure their academic and personal growth.

Chaparral is a continuation schools and with that experiences a low stability rate in student attendance. While Chaparral is a DASS school and student group data is challenging due to the number of students enrolled, the folllowing data was considered when creating this goal and actions:

In 2025 of the approximately 12 students who tested, 8.3% of students met or exceeded standard in ELA, 0% in math, and 0% in science. Chronic absenteeism among the 78 students was 69.2% for all students with English Learners at 76.5%. 28.6% of the 21 seniors graduated. 23.1% of all students had been suspended. This was higher at 25 % and 25.5% for African American and Hispanic students. Analysis of teacher credentialling does not show a discrepancy and teacher turnover is not an issue at this school.

In meeting with members of the SSC, it was determined that access to mental health services and behavior support is essential to ensure improved student outcomes for Chaparral.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Discontinued 24-25: D/F Rates	MERIT Academy Semester 1 D/F Rate: 42.26% SED: 41.32% Semester 2 D/F Rate: 48.7% SED: 44.85% REACH Academy Semester 1 D/F Rate: 26.09% SED: 27.93% Semester 2 D/F Rate: 25.71% SED: 26.09% Chaparral HS Term 1 SWD: 50.72% SED: 30.60% Term 2 SWD: 36.92% SED: 27.82%	MERIT Academy Semester 1 (2025) D/F Rate: 40% SED:50% Semester 2 (as of April 4, 2025) D/F Rate: Not available at this time. REACH Academy Semester 1 D/F Rate: 35% SED: 36.4% Semester 2 (as of April 4, 2025) D/F Rate: This data will be available at the midyear LCAP report. Chaparral HS Term 1 SWD: 16% SED: 36.67% Term 2: Not available at this time	This metric was discontinued in 24-25.	Decrease by 3% at each site by student group by the end of the year	This metric was discontinued in 24-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Discontinued 24-25 Attendance Rates	Summer of 2024 Socioeconomically Disadvantaged Students Chaparral - 77.5% MERIT - 78.56% REACH - 64.02% Student with Disabilities Chaparral - 72.4% MERIT- 81.86% REACH - 65.86% Infinite Campus Reports	As of May 1, 2025 Socioeconomically Disadvantaged Students Chaparral - 84.72% MERIT - 83.11% REACH - 62.25% Student with Disabilities Chaparral - 83.68% MERIT- 84.64% REACH - 65.76% Infinite Campus Reports	This metric was discontinued in 24-25.	Increase by 0.5% at each site by student group by the end of the year	This metric was discontinued in 24-25. to allow for better comparisons.
4.3	Discontinued 24-25: Suspension Rates	MERIT- SWD: 0.50 suspensions per student SED: 0.34 suspensions per student Total enrollment: 64 REACH- SWD: 4.8 suspensions per student SED: 3.9 suspensions per student suspensions Total enrollment: 22	As of April 30, 2025 MERIT- SWD: 0.34 suspensions per student SED: 0.25 suspensions per student Total enrollment: 70 REACH- SWD: 3.0 suspensions per student	This metric was discontinued in 24-25.	Decrease suspension rate by 10% at each site by student group by the end of the year	This metric was discontinued in 24-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chaparral- SWD: 1.6 suspensions per student SED: 2.7 suspensions per student Total enrollment: 76	SED: 2.30 suspensions per student suspensions Total enrollment: 13 Chaparral- SWD: 0.12 suspensions per student SED: 0.37 suspensions per student Total enrollment: 43			
4.4	Added for 25-26: Stability Rates	2023-24 Chaparral: All students: 12.9% AA students: 5.3% IDEA All students: 46.3% Hispanic: 42.6% AA: 29.4% MERIT All students: 54.3% Hispanic: 51.3%	Baseline established for 25-26	2024-25 Chaparral: All students: 11% AA students: 16.7% IDEA All students: 44.5% Hispanic: 47.7% AA: N/A% MERIT All students: 66.7% Hispanic: 39.5%	Improve stability rates by at least 5% annually.	Difference Chaparral: All students: +5.5% AA students: +10.4% IDEA All students: -10.8% Hispanic: -1.7% AA: N/A% MERIT All students: +7.7% Hispanic: -14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						This metric will be modified next year to account for the change in equity multiplier schools.
4.5	Added for 25-26: Chronic Absenteeism	2023-24 Chaparral: All students: 72.1% EL: 66.7% SWD: 80.8% SED: 75% White: 62.2% IDEA All students: 60.5% EL: 62.5% SWD: 49% SED: 64.1% White: 52.4% MERIT All students: 62.1% EL: N/A SWD: 62.1% SED: 62.9% Hispanic: 58.3%	Baseline established for 25-26	2024-25 Chaparral: All students: 69.2% EL: 76.5% SWD: 69.2% SED: 65.6% White: 64.7% IDEA All students: 50.3% EL: 66.7% SWD: 55.6% SED: 58.3% White: 45.6% MERIT All students: 45.2% EL: 45.5% SWD: 45.2% SED: 44.8% Hispanic: 40.5%	Decrease chronic absenteeism rates in each group by at least 5% annually.	Difference Chaparral: All students: -9.2% EL: -4.1% SWD: -14.8% SED: -14.1% White: -12.9% IDEA All students: +2.1% EL: +5.6% SWD: +18.4% SED: +7.9% White: +4.6% MERIT All students: -21.5% EL: N/A% SWD: -21.5% SED: -24.1% Hispanic: -17% This metric will be modified next year to account for the change in equity multiplier schools.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Added for 25-26: Suspension Rates	2023-24 Chaparral: All students: 30.3% EL: 25.6% SWD: 40% SED: 27.8% AA: 52.6% IDEA All students: 6.9% EL: 8.7% SWD: 5.8% SED: 8.9% MERIT All students: 15.2% EL: N/A SWD: 15.2% SED: 13.5% Hispanic: 28.2%	Baseline established for 25-26	2024-25 Chaparral: All students: 23.1% EL: 18.2% SWD: 12.9% SED: 22.5% AA: 25% IDEA All students: 5.2% EL: 3.8% SWD: 6.3% SED: 6.0% MERIT All students: 19.5% EL: 27.3% SWD: 19.5% SED: 20.3% Hispanic: 21.1%	Decrease suspension rates by at least 5% annually.	Difference Chaparral: All students: -10.6% EL: -19.9% SWD: -25% SED: -12.3% AA: -18.8% IDEA All students: -8.8% EL: -6.2% SWD: -15.9% SED: -11.5% MERIT All students: -6.5% EL: N/A% SWD: -7.5% SED: -7% Hispanic: +2.5% This metric will be modified next year to account for the change in equity multiplier schools.
4.7	Added for 25-26: CA Healthy Kids Survey Student Feeling of Belonging Number of Agree/Strongly agree for:	2024-25 % of students expressing a feeling of belonging Chaparral	Baseline established for 25-26	2025-2026 % of students expressing a feeling of belonging Chaparral	Increase student feeling of belonging from baseline by at least 5% annually in each category.	Difference from baseline: Chaparral School is a supportive place to learn: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School is a supportive place to learn Adults treat all students with respect	School is a supportive place to learn: 27% Adults treat all students with respect: 33% IDEA School is a supportive place to learn: 9th: 68% 10th:71% 11th: 71% Adults treat all students with respect: 33% 9th: 48% 10th:59% 11th: 67% MERIT School is a supportive place to learn: 50% Adults treat all students with respect: 46%		School is a supportive place to learn: 20% Adults treat all students with respect: 36% IDEA School is a supportive place to learn: 9th: 43% 10th: 50% 11th: 53% Adults treat all students with respect: 9th: 37% 10th: 58% 11th: 54% MERIT School is a supportive place to learn: 60% Adults treat all students with respect: 65%		Adults treat all students with respect: +3% IDEA School is a supportive place to learn: 9th: -25% 10th: -21% 11th: -18% Adults treat all students with respect: 9th: -11% 10th: -1% 11th: -13% MERIT School is a supportive place to learn: +10% Adults treat all students with respect: +19%
4.8	Added for 25-26: Graduation Rate for IDEA	Based on the 23-24 CA Dashboard All student graduation rate: 67.9%	Baseline established this year	2024-25 Grade Rate All Students: 62%	Increase of 5% annually	Difference: -5.9% This metric will be discontinued for the next school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						year due to change in equity multiplier schools.

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 district made some progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 4.1 - A part-time counselor and part-time psychologist were hired to support the work.
Action 4.2 - A part-time psychologist was hired to support the work and additional BCBA hours were implemented.
Action 4.4 - A part-time counselor and part-time psychologist were hired to support the work.

Implementation Challenges:
While finding the right staff is always an issue, there were no significant implementation challenges this year.

Modified Implementation:
All actions were implemented as intended this school year.

Non-implemented Actions:
All actions were implemented as intended this school year.

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.

Generally, the district assumes a variance of 10% or more to be a material difference. The following actions saw a material difference beyond the 10%.

Action 4.1 (decrease 75%)- Chaparral had extremely low student numbers this year which meant that many of the original plans to support additional student work were not needed because staffing was very rich. As a result for next year, the team is looking at new positions such as behavior support technicians to allow for the program to grow.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Actions 4.1 Chaparral (effective) - Chaparral showed definite signs of effectiveness. Stability rates increased by 5.5% with AA students showing an over 10% increase. We also saw decreases in chronic absenteeism and graduation rates across the board.

Action 4.2 MERIT (effective) - MERIT showed significant growth and evidence of effective implementation. While the Hispanic student stability rate declined, there were increases in all other indicators, including All student stability rate, chronic absenteeism, and suspension rates.

Action 4.4 IDEA (partially effective) IDEA saw mixed results in metrics. While the work was effective enough for the school to be exited from equity multiplier status for 26-27 along with being exited from ATSI status, the stability rates continue to decline for the school along with chronic absenteeism increasing. Where we did see huge growth was in our suspension rates where all student groups declined in suspension showing an effectiveness in the connection and mental health support work. Ultimately the plan did result in IDEA no longer qualifying for equity multiplier due to growth.

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 our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description:
Goal 4 was modified to reflect the removal of IDEA and MERIT as they no longer qualify for equity multiplier.

Metrics Modifications:
Since IDEA and MERIT will no longer be equity multiplier schools, all metrics in 4.1 to 4.7 regarding MERIT and IDEA will be discontinued moving forward. Metric 4.8 will be discontinued altogether.

Actions Modifications:
Actions 4.1 will continue with an increased focus on behavioral supports and mental health services, as well as any professional development needed to ensure student needs are met.
Action 4.2 and action 4.4 will be discontinued for 2026-27

Expected Outcomes:
There are no changes to outcomes in continued metrics.

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	Chaparral High Equity Multiplier	Updated for 2026-27 based on needs assessment. Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending Chaparral High, thereby fostering an equitable learning environment that promotes student retention and suspension rates, specifically through additional FTEs as needed to support access to programs, behavior interventionists, as well as professional learning and supplemental materials that further support this work.	$101,196.00	No
4.2	(Discontinued in 2026-27) MERIT Academy Equity Multiplier	This action is being discontinued in 2026-27 due to school no longer qualifying as an Equity Multiplier School). Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending MERIT Academy, thereby fostering an equitable learning environment that promotes student retention and suspension rates, specifically through additional psychologist and counselor FTEs, additional support people to look at functional behavior analysis, work around transitional plans, as well as professional learning and supplemental materials that further support this work.	$0.00	No
4.3	Discontinued REACH Academy Equity Multiplier	This action is being discontinued in 25-26 due to school closure. Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending REACH Academy, thereby fostering an equitable learning environment that promotes student retention, achievement, and overall well-being.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Discontinued in 2026-27 IDEA Academy Equity Multiplier Added for 25-26	This action is being discontinued in 2026-27 due to school no longer qualifying for Equity Multiplier. Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending IDEA, thereby fostering an equitable learning environment that promotes student retention and graduation rate, specifically through additional psychologist and counselor FTEs and teacher's assistants, as well as professional learning and supplemental materials that further support this work.	$0.00	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
$38,596,177	$3,008,716

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
19.704%	0.000%	$0.00	19.704%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Intervention Programs **Need:** According to our suspension and expulsion data, specific student populations are disproportionate to their peers. **Scope:**	In an effort to address our disproportionate suspension/expulsion rate for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), we continue to offer a robust intervention program for students, in lieu of suspension designed to approach behavior through a restorative and educational lens. Refer to Appendix A for specific information for low performance requirements	Suspension rate (metric 1.22)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Increase Positive Attendance **Need:** Analysis of chronic absenteeism data shows that ELs (23.3%) and SED (24.5%) disadvantaged students experience higher levels of chronic absenteeism rates than the all student rate (21.4%). Our students with disabilities at 33.2%. **Scope:** LEA-wide	Through the formation of school attendance teams, along with the guidance of the district, school's will be able to identify root causes and barriers to attendance that are impacting their ELs and SEDs. The action is being implemented LEA-wide because all of our schools are experiencing chronic absenteeism percentages of nearly 20% or higher. Further analysis of that data shows that schools with lower absenteeism rates, have even greater disparities between the all student average and the average for ELs or SEDs, showing a need for more attention to these specific groups across the district.	Chronic Absenteeism (metric 1.21)
1.9	**Action:** Family Engagement Guidance and Participation **Need:** To partner with parents and family to help them have meaningful participation in their students' educational journey. **Scope:** LEA-wide	By providing opportunities to partner with parents and families, the district is able to get a deeper understanding of what they see as priority needs for their students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), to be successful in high school and beyond. Engagement opportunities need to go beyond the district simply sharing information and also include hearing directly from parents and families as to what they see as the biggest needs.	Family engagement opportunities (metric 1.14)
1.10	**Action:** School connection to support 9th grade students **Need:** When analyzing chronic absenteeism rates, suspension rates, and graduation rates, in	District-wide trends are clearly present across all schools in the district, oftentimes with schools with the highest graduation rate having the most disproportionate outcomes for ELs, FY, and SED. In an effort to improve outcomes for all unduplicated pupils across the district, GUHSD determined this should be an LEA-wide focus.	Chronic absenteeism (metric 1.21) CA Healthy Kids Survey (metric 1.1), 5-star engagement data (metric 1.8)

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
	each case EL, FY, and SED performed below and many times significantly below the all student results. In trying to determine root causes, further analysis of CA Healthy kid survey data, shows that only about half of ninth graders felt connected and safe at school. Upon further analysis of our local 5-star data showed that 9th graders were engaging in school events at a significantly lower rate to 10th to 12th graders. The team recognized that more efforts must be made to reach out to ninth grade students and engage them in the community, specifically our EL, FY, and SED population, in an effort to improve connectedness to school now with the ultimate goal to improve chronic absenteeism rates, suspension rates, and graduation rates. **Scope:** LEA-wide		
1.11	**Action:** New for 2026-27 Data Driven Counseling focused on graduation intervention **Need:** While the district-level graduation rate is 83.9%, our populations of SED students, ELs, and FY show a disparity in outcomes with graduation rates of 81.7%, 73.3%, and 61.9%, respectively. Likewise our ELs show a higher D/F rate, which is more than double the all student rate (nearly 30% compared to 14.4%).	District-wide trends are clearly present across all schools in the district, oftentimes with schools with the highest graduation rate having the most disproportionate outcomes for ELs, FY, and SED. In an effort to improve outcomes for all unduplicated pupils across the district, GUHSD determined this should be an LEA-wide focus.	Graduation Rate (metric 3.9), D/F Rates for ELs (metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Instructional coaching cycles for teachers **Need:** Teachers need to continue to engage with professional development to provide the best first instruction for students. **Scope:** LEA-wide	Teacher coaching cycles are a powerful tool for professional growth, as they provide a structured process for continuous improvement. Through regular observation, feedback, and collaborative reflection, teachers gain insights into their instructional practices. These cycles help educators identify strengths and areas for growth, experiment with new strategies, and refine their approaches based on real-time feedback. Refer to Appendix A for specific information for low performance requirements	Number of teachers participating in coaching cycles (metric 2.13)
2.5	**Action:** Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching) **Need:** All teachers will continue to participate in on-going Professional Development specific to the co-teaching model as a means of ensuring that students with disabilities will have full access to the general education curriculum in the least restrictive environment. **Scope:** LEA-wide	GUHSD has embraced a co-teaching model to support all students access to curriculum that provides for a diploma. Additionally, students with disabilities experience increased opportunities for inclusion, equity and support from both a General Education and Special Education teachers in the context of a Universal Design for Learning model. Refer to Appendix A for specific information for low performance requirements	GUHSD plans to measure the efficacy of the co-teaching model by documenting educator participation in professional development targeting the co-teaching model (metric 2.14).
2.7	**Action:**	Specifically related to and beginning with 9th. grade students in the 2022-2023 school year,	Revised metric to improve accountability: We will

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
	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers) **Need:** Provide guidance, training and support to all ESN Teachers on the new requirements ensuring that students with severe disabilities (Participating in the CAA) have access to an alternative pathway to a diploma. **Scope:** LEA-wide	GUHSD has adopted exemptions for students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), found eligible for the alternative pathway to a diploma. GUHSD is required to support students who demonstrate learning characteristics of students with significant cognitive disabilities. Additionally, GUHSD has to utilize an alternate assessment process based on the students' unique cognitive abilities. It is in this context that the IEP team, led by our ESN teachers, will select a process to determine whether the student has a significant cognitive disability and therefore should participate in an alternative pathway for a diploma. Refer to Appendix A for specific information for low performance requirements	measure the level of awareness of the alternative to diploma pathways as documented on the IEP (metric 2.18).
2.8	**Action:** Technology access for students and teachers with a focus on AI and SEL **Need:** Students require a digital device in order to access curriculum. Appropriate software will be purchased to support students. **Scope:** LEA-wide	Student computers on a high school campus provide essential access to the curriculum by enabling students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), to engage with digital learning resources, complete assignments, and collaborate on projects. Through these devices, students can access online textbooks, educational software, and learning management systems where teachers post course materials, assignments, and assessments. Additionally, computers facilitate research, enhance digital literacy, and allow for personalized learning experiences, catering to different learning styles and paces. Refer to Appendix A for specific information for low performance requirements (Link:	Access to Instructional Materials (metric 2.9).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.10	**Action:** Site Instructional Leadership Teams (ILT) **Need:** Our CAASPP data for ELs, shows that only 3.96% were proficient on the ELA section relative to the 51.60% all student average. Similarly in mathematics, ELs were proficient 3.16% relative to all students 26.44%. Science showed a similar discrepancy of ELs meeting or exceeding the standard 0.92% compared to the all student 27.51%. We are also seeing discrepancies across schools specific to our ELs, FY, and SED. This data indicates a need to focus on the instructional practices and data analysis to better assess student needs at the site levels and address those needs through systematic improvement to tier 1 instruction. **Scope:** LEA-wide	The district will work with sites to create and Instructional Leadership Team. The ILT will meet with the district to conduct data analysis, specifically around ELs, FY, and SWD, and participate in needs assessments to determine the root causes. Once a root cause is determine, the ILTs will engage in planning around professional learning and resources needed to improve outcomes for students	We will monitor academic progress using both CAASPP for ELA and math, specifically for ELs. (metric 2.11), as well as monitor the number of schools with active ILTs and the number of ILT meetings being held at both the district and site level (2.17).
2.11	**Action:** New for 2026-27 Instructional Materials Audit and Alignment to ensure all students have access to rigorous, standards-aligned curriculum **Need:** Only 51% of students met standard in ELA and 27% in mathematics (metric 2.11) with ELs significantly performing lower at 5.9% and	By conducting a district-wide assessment audit and standards alignment, the district will: 1) Evaluate academic rigor and audit for equity. 2) Identify gaps in current curriculum implementation. 3) Ensure all students have access to high-quality, standards-aligned materials. 4) Provide sufficient, integrated English Language Development (ELD) resources to help EL students master rigorous material and reach proficiency.	CAASPP Student Performance (metric 2.11), Access to Instructional Materials (metric 2.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	4.4% respectively. In conducting, our needs assessment we attributed this discrepancy to an inconsistency in materials utilized in classrooms, specifically materials that provide scaffolded interventions for our English Learners and students performing below grade-level **Scope:** LEA-wide		
2.12	**Action:** New for 2026-27 Data Team to promote a Culture of Data through access to timely and relevant data **Need:** Data across the district reveals significant performance and engagement gaps, specifically for ELs, SED, and FY students. The district and principals must engage in data-driven, root cause analysis in order to ensure they are creating action plans targeted at the needs of our most vulnerable students. **Scope:** LEA-wide	The district data team will provide administrators with consistent, real-time analytics to facilitate rigorous root cause analysis and targeted action. Centralizing this data at the district level ensures a "single source of truth" across all sites, allowing for systemic accountability and uniform monitoring of performance trends. This unified oversight is essential to identifying and eliminating specific barriers that impact our most vulnerable students, particularly EL, SED, and Foster Youth.	CAASPP Student Performance (metric 2.11), Graduation Rate (metric 3.9)
2.13	**Action:** New for 2026-27 Instructional Leadership Coaching to build capacity of district leadership to lead change efforts	Through the leadership of the Executive Director, Leadership, administrators across the district will engage in structured leadership coaching focused on strengthening instructional leadership practices. Coaching will center on delivering targeted, actionable feedback; engaging in courageous and	CAASPP Student Performance (metric 2.11), Graduation Rate (metric 3.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: With persistent disparities in student performance—including gaps in English Learner outcomes on CAASPP (5.9% in ELA and 4.4% in mathematics compared to 51% and 27% for all students)—there is a clear need to strengthen Tier 1 instruction districtwide. High-quality core instruction must be consistent, rigorous, and accessible to all students. Additionally, as the district enters the strategic planning phase for the Portrait of a Graduate, administrators will be required to lead significant instructional and cultural change across campuses. This work demands aligned leadership capacity, clarity of vision, and strong systems thinking. **Scope:** LEA-wide	constructive conversations; and calibrating leadership practices to ensure high-quality Tier 1 instruction is consistently implemented. In parallel, administrators will develop and refine campus systems to ensure students have timely and meaningful access to Tier 2 and Tier 3 supports. This work will build coherent instructional systems and equip leaders to effectively guide change aligned to district priorities.	
3.1	**Action:** CTE access **Need:** Based on the CTE enrollment and completion data, we need to recruit and support unduplicated students so they will successfully complete a CTE course sequence. **Scope:** LEA-wide	By expanding our recruitment efforts to our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), more students will learn about our high-quality CTE programs, enroll in our programs, and complete a CTE course sequence. All students will benefit from the expansion of recruitment because they will learn about the benefits of CTE programs which will prepare students for postsecondary opportunities. Along with the recruitment, CTE teachers will incorporate more support strategies using Universal Design for Learning and student support plans, updated annually.	CTE Enrollment data for all students, disaggregated by unduplicated groups. (metric 3.14) CTE Completion data for all students, disaggregated by unduplicated groups (metric 3.13)

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
		Refer to Appendix A for specific information for low performance requirements	
3.2	**Action:** Offered Programs - Honors, dual enrollment, IB, AP, VAPA **Need:** After reviewing the demographic data for Dual Enrollment, EL, SWD, and Homeless student groups are underrepresented in participation in Dual Enrollment courses. More access and support is needed so more students can score a 3 or higher on AP exams. In addition, based on the VAPA enrollment and demographic data, SWD and EL have a high enrollment rate; however, the overall enrollment doesn't represent wide participation of all groups. Based on data from the Early Assessment Program, 68% of students are considered "college ready." Our goal is to prepare all students, including unduplicated student groups, so all students can be successful beyond high school. **Scope:** LEA-wide	By providing more recruitment and support for our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), more students will enroll and successfully complete an early college course (dual enrollment, AP, or IB course), VAPA course, and take rigorous courses. The additional recruitment and support will expand opportunities for postsecondary education. The recruitment and support efforts will benefit all students because all students will have access to rigorous courses and will be able to explore areas of interest. Refer to Appendix A for specific information for low performance requirements	Dual Enrollment rates for all students, disaggregated by unduplicated student groups. (metric 3.3) AP pass rates of a 3 or higher, disaggregated by unduplicated student groups. (metric 3.12) VAPA enrollment data, disaggregated by unduplicated student groups. (metric 3.5) Early Assessment Program data, disaggregated by unduplicated groups. (metric 3.6)
3.4	**Action:** Targeted academic interventions and supports for all students **Need:** When reviewing D/F rates and passing rates for credit recovery courses, it is clear that	Quality first instruction and support for unduplicated students (EL, SWD, homeless, foster youth, and Economically Disadvantaged), as well as all students, will reduce the need for credit recovery courses. This will benefit all students because they will have the ability to take more electives, enrichment courses such as VAPA, improve access to advanced courses and career	Graduation Rates (metric 3.9) D/F rates (metric 2.5)

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
	more quality first instruction and support is needed for unduplicated student groups. **Scope:** LEA-wide	and technical education, and graduate college and career ready. Refer to Appendix A for specific information for low performance requirements	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** School Connection Support for Foster Youth **Need:** Due to the transient nature of our Foster Youth, there is an increased need for more restorative responses as well as onboarding students to improve school connections. **Scope:** Limited to Unduplicated Student Group(s)	By promoting school involvement for our unduplicated pupils (foster youth) we strive to increase students' connection to their school and school community because students who are connected to their school are more likely to attend regularly and participate in their education. By promoting school involvement, all students will benefit and attend school and participate more which will improve overall wellbeing. Refer to Appendix A for specific information for low performance requirements	Graduation Rate for Foster Youth as measured on the CA Dashboard (metric 3.9)
1.7	**Action:** Additional Language Support Services **Need:** Supporting families who do not yet meet the federal 15% language support requirement, **Scope:**	We have a very large number of newcomer students, doubling in number every year over the last three years, from diverse language groups. We will provide language support to families speaking languages that do not meet the 15 % federal requirement yet. This is above and beyond the required language support we provide for families speaking Spanish. Providing language	EL family intake interviews, EL family orientations, increase in district-wide family engagement events (metric 1.16, 1.17, and 1.14)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	support LEA-wide will help those schools who have a smaller number of language speakers other than English and Spanish	
1.8	**Action:** International Newcomer Center **Need:** Increasing numbers of newcomer students and families to our district. **Scope:** Limited to Unduplicated Student Group(s)	We have a very large number of newcomer students, doubling in number every year over the last three years, from diverse language groups. With more than 45% of our total newcomer students and families coming from Afghanistan and other war-torn countries, we are in need of supporting our students and families with orientations to help them transition into the CA public school system as well as helping parents know what resources they have available to them and their students. Providing this support LEA-wide allows those sites with a smaller number of newcomers to take advantage of the supports we are offering their students and families.	Family intake interviews completed by International Newcomers Center (metric 1.16)
2.1	**Action:** Designated ELD Support Courses **Need:** Additional targeted support for English Learners by years in US schools. **Scope:** Limited to Unduplicated Student Group(s)	Newcomer dELD course capped at 20:1 to support high quality instructions with specific attention to cultural acclimation and accelerating English language acquisition. LTEL courses capped at 33:1 to support high-quality instructions with a specific focus on academic language development and the language acquisition needs of LTELs. To ensure equity in accessing smaller class sizes, this action will be offered to all sites in our district. Refer to Appendix A for specific information for low performance requirements	RFEP rates (metric 2.3), lower D/F rates (metric 2.5), improvement on ELPAC (metric 2.2)
2.2	**Action:** English Learner Additional Support **Need:**	Due to varied abilities in student literacy, prior schooling, and gaps in education, additional funding will be provided to all sites to provide substantial linguistic supports, supplemental	RFEP rates (metric 2.3), lower D/F rates (metric 2.5), improvement on ELPAC (metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Additional support to help support foundational literacy and academic language development. **Scope:** Limited to Unduplicated Student Group(s)	curriculum to help with foundational literacy and academic language development. Refer to Appendix A for specific information for low performance requirements	
2.3	**Action:** Designated and Integrated ELD Professional Learning **Need:** Increase knowledge, understanding, and implementation of ELD standards in iELD. **Scope:** Limited to Unduplicated Student Group(s)	Professional learning offerings district-wide will help support and ensure that all teachers are equipped to provide integrated ELD as well as linguistic supports to English learners. Every one of our school sites has English learners at varying Proficiency Levels. Refer to Appendix A for specific information for low performance requirements	RFEP rates (metric 2.3), lower D/F rates (metric 2.5), improvement on ELPAC (metric 2.2)

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.

Not 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.

These schools have been established at a staff/student ratio that is superior to the other District schools (i.e. fewer students per staff member). Staff is defined as district employees assigned to the school site providing services.
See Appendix B for corresponding Goals, Actions, and Metrics for individual school sites.

Over 55%

Chaparral High School - 92.29%
El Cajon Valley High School - 88.17%
Mount Miguel High School - 83.33%
Monte Vista High School - 77.85%
IDEA Center High School - 70.54%
Valhalla High School - 68.62%
ELITE Academy - 67.74%
Granite High School - 61.19%
Grossmont High School - 61.15%
MERIT Academy - 55.56%

Under %55
El Capitan High School - 53.02%
Santana High School - 45.77%
Grossmont Middle College HS - 44.68%
West Hills High School - 43.81%

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 : 24.13	1 : 18.88
Staff-to-student ratio of certificated staff providing direct services to students	1 : 13:05	1 : 12.65

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	195,879,906	38,596,177	19.704%	0.000%	19.704%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$38,596,177.00	$16,328,306.00	$0.00	$989,942.00	$55,914,425.00	$49,012,131.00	$6,902,294.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	S3 Counselor Services & Training (LREBG funded in 26-27)	All	No			All Schools	ongoing	$1,349,628.00	$0.00		$1,349,628.00			$1,349,628.00	
1	1.2	Mental Health Services (LREBG funded)	All	No			All Schools	ongoing	$0.00	$1,400,000.00		$1,400,000.00			$1,400,000.00	
1	1.3	Discontinued in 26-27 Wellness Resources in Libraries	All	No			All Schools	24-25 and 25-26 school year. Discontinued for 26-27.	$0.00	$0.00	$0.00				$0.00	
1	1.4	School Connection Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$224,135.00	$28,000.00	$124,169.00			$127,966.00	$252,135.00	
1	1.5	Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$532,486.00	$90,000.00	$622,486.00				$622,486.00	
1	1.6	Increase Positive Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,137,363.00	$0.00	$1,137,363.00				$1,137,363.00	
1	1.7	Additional Language Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$608,695.00	$144,500.00	$753,195.00				$753,195.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	International Newcomer Center	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$837,683.00	$10,000.00	$847,683.00				$847,683.00	
1	1.9	Family Engagement Guidance and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$18,000.00	$18,000.00	$36,000.00				$36,000.00	
1	1.10	School connection to support 9th grade students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$619,710.00	$0.00	$619,710.00				$619,710.00	
1	1.11	New for 2026-27 Data Driven Counseling focused on graduation intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,585,931.00	$0.00	$1,585,931.00				$1,585,931.00	
2	2.1	Designated ELD Support Courses	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$4,152,096.00	$41,700.00	$4,193,796.00				$4,193,796.00	
2	2.2	English Learner Additional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$70,000.00	$15,000.00	$85,000.00				$85,000.00	
2	2.3	Designated and Integrated ELD Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$30,000.00	$13,938.00	$43,938.00				$43,938.00	
2	2.4	Instructional coaching cycles for teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,568,680.00	$8,252.00	$70,000.00	$1,506,932.00			$1,576,932.00	
2	2.5	Co-teaching alignment and professional learning (M/M Sped	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$5,406,782.00	$0.00	$5,406,782.00				$5,406,782.00	

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
		Teachers who are Co Teaching)				Low Income										
2	**2.6**	Revamp Study Skills Class/ Guided Studies (MM Sped Teachers)	All Students with Disabilities	No			All Schools	24-25 and 25-26 school year. Discontinued for 26-27.	$0.00	$0.00	$0.00				$0.00	
2	**2.7**	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,406,782.00	$0.00	$5,406,782.00				$5,406,782.00	
2	**2.8**	Technology access for students and teachers with a focus on AI and SEL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,110,373.00	$2,491,311.00	$3,440,943.00	$2,160,741.00			$5,601,684.00	
2	**2.9**	Additional Classes to Engage All Learners (LREBG funded)	All	No			All Schools	ongoing until LREBG funds expended	$3,766,413.00	$0.00		$3,766,413.00			$3,766,413.00	
2	**2.10**	Site Instructional Leadership Teams (ILT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$555,411.00	$0.00	$555,411.00				$555,411.00	
2	**2.11**	New for 2026-27 Instructional Materials Audit and Alignment to ensure all students have access to rigorous, standards-aligned curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,368,281.00	$0.00	$1,368,281.00				$1,368,281.00	
2	**2.12**	New for 2026-27 Data Team to promote a Culture of Data through access to timely and relevant data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$269,840.00	$0.00	$269,840.00				$269,840.00	
2	**2.13**	New for 2026-27 Instructional Leadership Coaching to build capacity of district leadership to lead change efforts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,473,381.00	$0.00	$1,473,381.00				$1,473,381.00	
3	**3.1**	CTE access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,734,622.00	$1,344,326.00	$4,493,458.00	$2,875,774.00		$709,716.00	$8,078,948.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,306,542.00	$913,842.00	$455,970.00	$2,764,414.00			$3,220,384.00	
3	3.3	Discontinued: Onboard a new data system - Unified Insights	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Targeted academic interventions and supports for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,778,101.00	$283,425.00	$5,606,058.00	$303,208.00		$152,260.00	$6,061,526.00	
3	3.5	Facilities Improvement and Modernization	All	No			All Schools	ongoing	$0.00	$100,000.00		$100,000.00			$100,000.00	
4	4.1	Chaparral High Equity Multiplier	All	No			Specific Schools: Chaparral High School 9-12	ongoing	$101,196.00	$0.00		$101,196.00			$101,196.00	
4	4.2	(Discontinued in 2026-27) MERIT Academy Equity Multiplier	All Students with Disabilities	No			Specific Schools: MERIT Academy 9-12	ongoing	$0.00	$0.00		$0.00			$0.00	
4	4.3	Discontinued REACH Academy Equity Multiplier	All Students with Disabilities	No			Specific Schools: REACH Academy 9-12	ongoing	$0.00	$0.00		$0.00			$0.00	
4	4.4	Discontinued in 2026-27 IDEA Academy Equity Multiplier Added for 25-26	All	No			Specific Schools: IDEA Academy 9-12 grade	ongoing	$0.00	$0.00		$0.00			$0.00	

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
195,879,906	38,596,177	19.704%	0.000%	19.704%	$38,596,177.00	0.000%	19.704 %	**Total:**	$38,596,177.00
								LEA-wide Total:	$32,548,396.00
								Limited Total:	$6,047,781.00
								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 (%)
1	1.4	School Connection Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$124,169.00	
1	1.5	Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$622,486.00	
1	1.6	Increase Positive Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,137,363.00	
1	1.7	Additional Language Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$753,195.00	
1	1.8	International Newcomer Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$847,683.00	
1	1.9	Family Engagement Guidance and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	School connection to support 9th grade students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$619,710.00	
1	1.11	New for 2026-27 Data Driven Counseling focused on graduation intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,585,931.00	
2	2.1	Designated ELD Support Courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,193,796.00	
2	2.2	English Learner Additional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$85,000.00	
2	2.3	Designated and Integrated ELD Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$43,938.00	
2	2.4	Instructional coaching cycles for teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
2	2.5	Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,406,782.00	
2	2.7	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,406,782.00	
2	2.8	Technology access for students and teachers with a focus on AI and SEL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,440,943.00	
2	2.10	Site Instructional Leadership Teams (ILT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$555,411.00	
2	2.11	New for 2026-27 Instructional Materials Audit and Alignment to ensure all students have access to	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,368,281.00	

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 (%)
		rigorous, standards-aligned curriculum						
2	**2.12**	New for 2026-27 Data Team to promote a Culture of Data through access to timely and relevant data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$269,840.00	
2	**2.13**	New for 2026-27 Instructional Leadership Coaching to build capacity of district leadership to lead change efforts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,473,381.00	
3	**3.1**	CTE access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,493,458.00	
3	**3.2**	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$455,970.00	
3	**3.4**	Targeted academic interventions and supports for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,606,058.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$53,375,006.00	$54,533,551.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	S3 Counselor Services & Training (LREBG funded)	No	$1,063,073.00	1,019,558.00
1	**1.2**	Mental Health Services (LREBG funded)	No	$1,105,000.00	1,105,650.00
1	**1.3**	Wellness Resources in Libraries	Yes	$974,933.00	996,438.00
1	**1.4**	School Connection Support for Foster Youth	Yes	$266,116.00	274,130.00
1	**1.5**	Intervention Programs	Yes	$737,382.00	584,468.00
1	**1.6**	Increase Positive Attendance	Yes	$1,182,192.00	1,785,548.00
1	**1.7**	Additional Language Support Services	Yes	$707,067.00	628,255.00
1	**1.8**	International Newcomer Center	Yes	$702,514.00	717,587.00
1	**1.9**	Family Engagement Guidance and Participation	Yes	$36,000.00	19,854.00
1	**1.10**	School connection to support 9th grade students	Yes	$423,108.00	517,954.00
2	**2.1**	Designated ELD Support Courses	Yes	$3,720,055.00	3,902,224.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	English Learner Additional Support	Yes	$65,000.00	75,364.00
2	2.3	Designated and Integrated ELD Professional Learning	Yes	$81,000.00	50,116.00
2	2.4	Instructional coaching cycles for teachers	Yes	$912,365.00	996,711.00
2	2.5	Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching)	Yes	$5,956,003.00	4125927
2	2.6	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	Yes	$5,956,003.00	4125927
2	2.7	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Yes	$5,956,003.00	4125927
2	2.8	Technology access for students and teachers through FutureForward	Yes	$3,041,281.00	4,181,999.00
2	2.9	Class Size Targets (LREBG funded)	Yes	$3,717,132.00	8,384,680.00
2	2.10	Site Instructional Leadership Teams (ILT)	Yes	$505,096.00	361,259.00
3	3.1	CTE access	Yes	$7,254,474.00	7,490,834.00
3	3.2	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Yes	$2,638,557.00	2,414,249.00
3	3.3	Discontinued: Onboard a new data system - Unified Insights	No	$0.00	0.00
3	3.4	Targeted academic interventions and supports for all	Yes	$5,940,470.00	6,330,317.00

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)
		students			
4	**4.1**	Chaparral High Equity Multiplier	No	$144,727.00	35,963.00
4	**4.2**	MERIT Academy Equity Multiplier	No	$85,903.00	77,899.00
4	**4.3**	Discontinued** REACH Academy Equity Multiplier	No	$0.00	0.00
4	**4.4**	IDEA Academy Equity Multiplier Added for 25-26	No	$203,552.00	204,713.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
38,658,748	$37,757,588.00	$38,658,748.00	($901,160.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Wellness Resources in Libraries	Yes	$974,933.00	996,438.00		
1	1.4	School Connection Support for Foster Youth	Yes	$132,058.00	136,789.00		
1	1.5	Intervention Programs	Yes	$633,099.00	546,620.00		
1	1.6	Increase Positive Attendance	Yes	$1,182,192.00	1,785,548.00		
1	1.7	Additional Language Support Services	Yes	$707,067.00	628,255.00		
1	1.8	International Newcomer Center	Yes	$702,514.00	717,587.00		
1	1.9	Family Engagement Guidance and Participation	Yes	$36,000.00	19,854.00		
1	1.10	School connection to support 9th grade students	Yes	$423,108.00	517,954.00		
2	2.1	Designated ELD Support Courses	Yes	$3,720,055.00	3,902,224.00		
2	2.2	English Learner Additional Support	Yes	$65,000.00	75,364.00		
2	2.3	Designated and Integrated ELD Professional Learning	Yes	$81,000.00	50,116.00		
2	2.4	Instructional coaching cycles for teachers	Yes	$238,462.00	70,000.00		
2	2.5	Co-teaching alignment and professional learning (M/M	Yes	$5,956,003.00	4,125,927.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Sped Teachers who are Co Teaching)					
2	**2.6**	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	Yes	$5,956,003.00	4,125,927.00		
2	**2.7**	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Yes	$5,956,003.00	4,125,927.00		
2	**2.8**	Technology access for students and teachers through FutureForward	Yes	$1,107,046.00	2,181,353.00		
2	**2.9**	Class Size Targets (LREBG funded)	Yes	$0.00	4,667,548.00		
2	**2.10**	Site Instructional Leadership Teams (ILT)	Yes	$505,096.00	361,259.00		
3	**3.1**	CTE access	Yes	$3,774,347.00	3,843,627.00		
3	**3.2**	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Yes	$155,000.00	85,000.00		
3	**3.4**	Targeted academic interventions and supports for all students	Yes	$5,452,602.00	5,695,431.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$191,167,008	38,658,748	0.000%	20.222%	$38,658,748.00	0.000%	20.222%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(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 32627(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 32627(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 32627(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 32627(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 32627(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

Appendix A: 2023 CA School Dashboard Data - Low Performance Requirements

School	Indicator	Student Subgroup
District	CCI	EL
El Cajon Valley High	CCI	EL
El Capitan High	CCI	EL
Granite Hills High	CCI	EL
Mount Miguel High	CCI	EL
Valhalla High	CCI	EL
District	CCI	FOS
District	CCI	SWD
El Cajon Valley High	CCI	SWD
El Capitan High	CCI	SWD
Granite Hills High	CCI	SWD
Grossmont High	CCI	SWD
Monte Vista High	CCI	SWD
Santana High	CCI	SWD
Granite Hills High	ELA	ALL
IDEA Center	ELA	ALL
Mount Miguel High	ELA	ALL
Mount Miguel High	ELA	AA
District	ELA	EL
El Capitan High	ELA	EL
Granite Hills High	ELA	EL
Monte Vista High	ELA	EL
Mount Miguel High	ELA	EL
Granite Hills High	ELA	HI
Mount Miguel High	ELA	HI
El Capitan High	ELA	SED
Granite Hills High	ELA	SED
Mount Miguel High	ELA	SED
District	ELA	SWD
El Capitan High	ELA	SWD
Granite Hills High	ELA	SWD
Mount Miguel High	ELA	SWD
Santana High	ELA	SWD
West Hills High	ELA	SWD
Granite Hills High	ELA	WH
Mount Miguel High	ELA	WH
El Cajon Valley High	ELPI	EL
Grossmont High	ELPI	EL
Santana High	ELPI	EL

Appendix A: 2023 CA School Dashboard Data - Low Performance Requirements

School	Indicator	Student Subgroup
El Capitan High	GRAD	EL
Grossmont High	GRAD	EL
Santana High	GRAD	EL
District	GRAD	FOS
Grossmont High	GRAD	HI
District	GRAD	SWD
Granite Hills High	GRAD	SWD
Grossmont High	GRAD	SWD
Monte Vista High	GRAD	SWD
Mount Miguel High	GRAD	SWD
El Capitan High	MATH	ALL
Mount Miguel High	MATH	ALL
Grossmont High	MATH	AA
Monte Vista High	MATH	AA
Monte Vista High	MATH	EL
Mount Miguel High	MATH	EL
Grossmont High	MATH	SED
Mount Miguel High	MATH	SED
Mount Miguel High	MATH	SWD
Santana High	SUSP	AA
District	SUSP	AI
El Capitan High	SUSP	AI
Granite Hills High	SUSP	AI
Chaparral High	SUSP	EL
El Capitan High	SUSP	EL
Granite Hills High	SUSP	EL
District	SUSP	FOS
IDEA Center	SUSP	HI
Granite Hills High	SUSP	HOM
Granite Hills High	SUSP	SED
Chaparral High	SUSP	SWD
District	SUSP	SWD
El Capitan High	SUSP	SWD
Granite Hills High	SUSP	SWD
IDEA Center	SUSP	SWD
Mount Miguel High	SUSP	SWD
West Hills High	SUSP	SWD
El Cajon Valley High	SUSP	WH

Appendix B: Actions and Metrics By Site					
School	Indicator	Stu Grp	LCFF State Priority	Metrics	LCAP Goal & Action
District	CCI	EL			
El Cajon Valley High	CCI	EL			
El Capitan High	CCI	EL			
Granite Hills High	CCI	EL			
Mount Miguel High	CCI	EL			
Valhalla High	CCI	EL			
District	CCI	FOS	**Priority 4: Student Achievement**	**CAASPP - 2.11UC a-g - 2.16**	**2.12.22.32.52.62.72.82.9**
District	CCI	SWD			
El Cajon Valley High	CCI	SWD			
El Capitan High	CCI	SWD			
Granite Hills High	CCI	SWD			
Grossmont High	CCI	SWD			
Monte Vista High	CCI	SWD			
Santana High	CCI	SWD			
Mount Miguel High	ELA	AA			
Granite Hills High	ELA	ALL			
IDEA Center	ELA	ALL			
Mount Miguel High	ELA	ALL			
District	ELA	EL			
El Capitan High	ELA	EL			
Granite Hills High	ELA	EL			
Monte Vista High	ELA	EL			
Mount Miguel High	ELA	EL	**Priority 4: Student Achievemnet** **A. Student Performance on CAASPP**	**2.11**	**2.12.22.32.52.62.9**
Granite Hills High	ELA	HI			
Mount Miguel High	ELA	HI			
El Capitan High	ELA	SED			
Granite Hills High	ELA	SED			
Mount Miguel High	ELA	SED			
District	ELA	SWD			
El Capitan High	ELA	SWD			
Granite Hills High	ELA	SWD			
Mount Miguel High	ELA	SWD			
Santana High	ELA	SWD			
West Hills High	ELA	SWD			
Granite Hills High	ELA	WH			
Mount Miguel High	ELA	WH			
El Cajon Valley High	ELPI	EL	**Priority 4: Student Achievement** **E. % EL making progress** **F. EL reclassification rate**	**% making progress - 2.2 Rec**	**2.12.22.3**
Grossmont High	ELPI	EL			
Santana High	ELPI	EL			
El Capitan High	GRAD	EL			
Grossmont High	GRAD	EL			
Santana High	GRAD	EL			
District	GRAD	FOS	**Priority5: Student Engagement** **E. High School Grad Rates**	**3.9, 3.10, 3.11**	**3.4**
Grossmont High	GRAD	HI			
District	GRAD	SWD			
Granite Hills High	GRAD	SWD			
Grossmont High	GRAD	SWD			
Monte Vista High	GRAD	SWD			
Mount Miguel High	GRAD	SWD			
El Capitan High	MATH	ALL			
Mount Miguel High	MATH	ALL			
Grossmont High	MATH	AA	**Priority 4: Student Achievemnet** **A. Student Performance on CAASPP**	**2.5, 2.11, 2.15**	**2.12.22.32.52.62.9**
Monte Vista High	MATH	AA			
Monte Vista High	MATH	EL			
Mount Miguel High	MATH	EL			
Grossmont High	MATH	SED			
Mount Miguel High	MATH	SED			
Mount Miguel High	MATH	SWD			
Santana High	SUSP	AA			
District	SUSP	AI			
El Capitan High	SUSP	AI			
Granite Hills High	SUSP	AI			
Chaparral High	SUSP	EL			
El Capitan High	SUSP	EL			
Granite Hills High	SUSP	EL			
District	SUSP	FOS	**Priority 6: School Climate** **A. Suspension Rate**	**1.26**	**1.5**
IDEA Center	SUSP	HI			
Granite Hills High	SUSP	HOM			
Granite Hills High	SUSP	SED			
Chaparral High	SUSP	SWD			
District	SUSP	SWD			
El Capitan High	SUSP	SWD			
Granite Hills High	SUSP	SWD			
IDEA Center	SUSP	SWD			
Mount Miguel High	SUSP	SWD			
West Hills High	SUSP	SWD			
El Cajon Valley High	SUSP	WH			