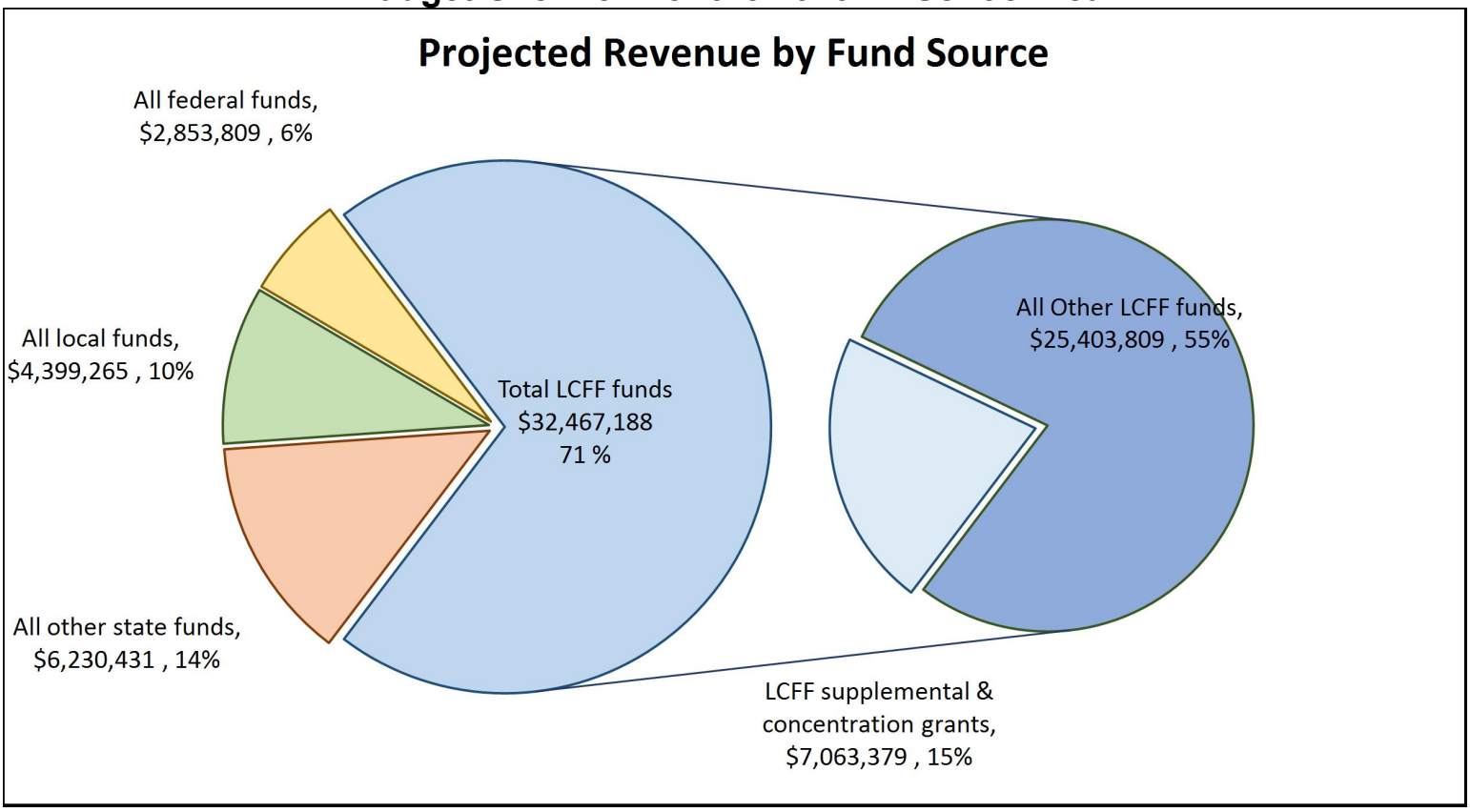
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway Unified School District
CDS Code: 45-75267-0000000
School Year: 2026-27
LEA contact information:
Keri Mulrennan
Assistant Director of Instructional Services
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530-245-7900

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

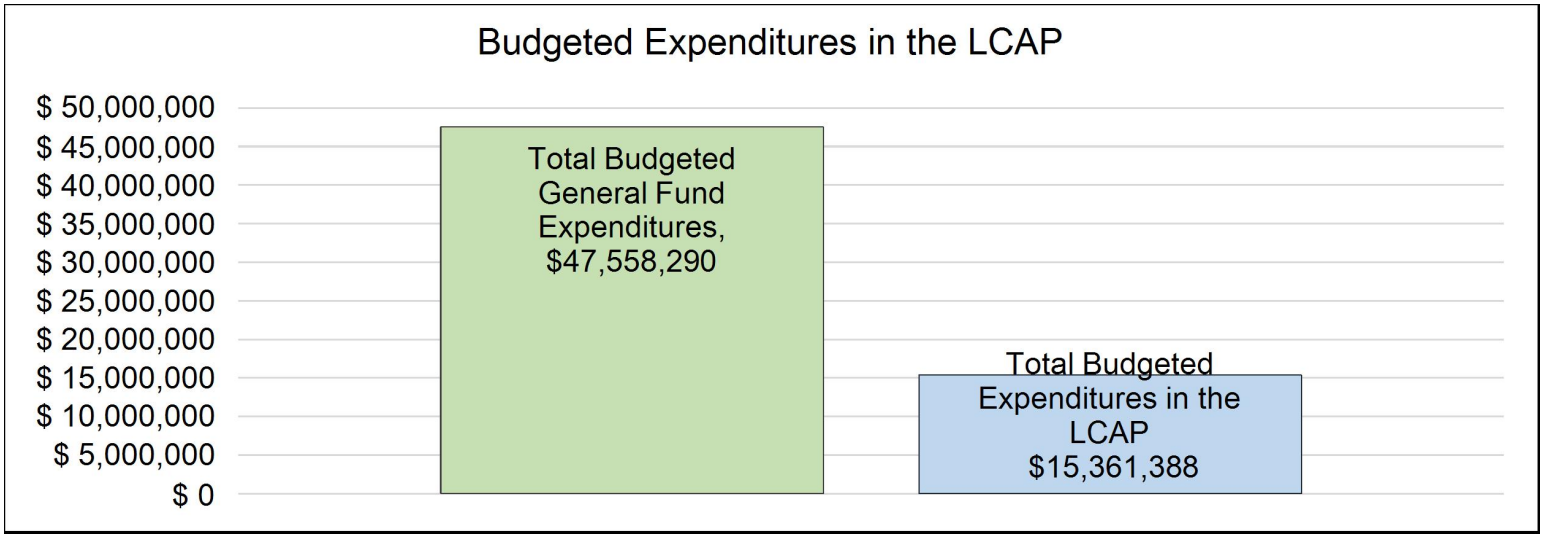


This chart shows the total general purpose revenue Gateway Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gateway Unified School District is $45,950,693, of which $32,467,188 is Local Control Funding Formula (LCFF), $6,230,431 is other state funds, $4,399,265 is local funds, and $2,853,809 is federal funds. Of the $32,467,188 in LCFF Funds, $7,063,379 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 Gateway Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gateway Unified School District plans to spend $47,558,290 for the 2026-27 school year. Of that amount, $15,361,388 is tied to actions/services in the LCAP and $32,196,902 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

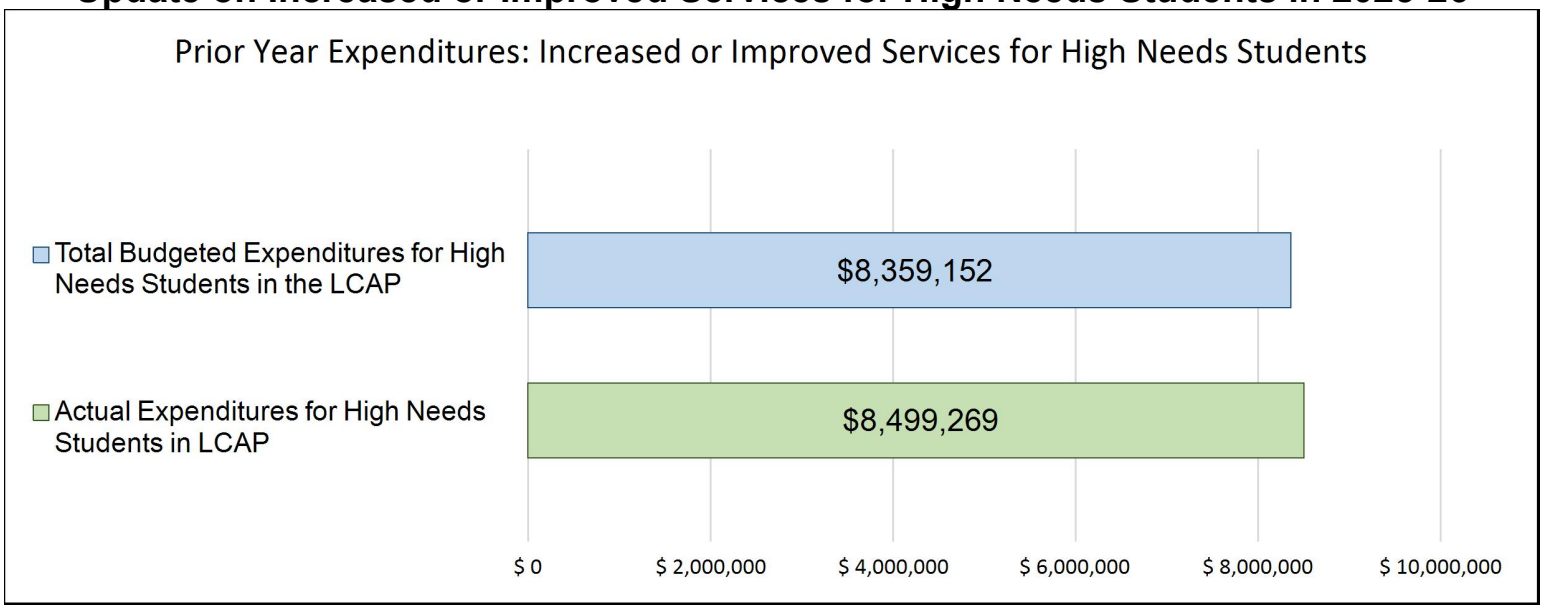
Budgeted expenditures that are not included in the LCAP mainly consist of ELOP/After School programs for extended learning, the majority of special education expenses, administrative, athletics, transportation and the basic operating costs associated to running the District.

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

In 2026-27, Gateway Unified School District is projecting it will receive $7,063,379 based on the enrollment of foster youth, English learner, and low-income students. Gateway Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway Unified School District plans to spend $8,646,821 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 Gateway Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gateway Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Gateway Unified School District's LCAP budgeted $8,359,152 for planned actions to increase or improve services for high needs students. Gateway Unified School District actually spent $8,499,269 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $140,117 had the following impact on Gateway Unified School District’s ability to increase or improve services for high needs students:

The overall impact for services provided to students was minimal. While the shortages were mainly due to unable to fill positions, those duties were performed by other staff on site.

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
Gateway Unified School District	Keri Mulrennan Assistant Director of Instructional Services	kmulrennan@gatewayusd.org 530-245-7900

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 comprehensive service of the Gateway Unified School District extends to seven schools in Shasta Lake City and Redding, as well as to the communities of Mountain Gate, and Lakehead. Starting in the 2026-27 school year, the district is reconfiguring the grade levels; Grand Oaks will become a TK-4, Shasta Lake School will become Shasta Lake Middle School serving grades 5-8, and Buckeye School of the Arts will relocate and become River Ridge Elementary serving grades TK-4. These changes will allow the District to better serve our families and design targeted, age-apropriate programs. The district serves approximately 2200 students ranging from Pre-K to 12th grade. The distinctive diversity within the student population is acknowledged, ensuring that the unique needs of every student, including Foster Youth, English Learners, and low-income students, are addressed. The district's investment in professional development is apparent in the Professional Learning Communities (PLCs) implemented district-wide. Central Valley High School's recognition as a PLC Model School further endorses this commitment. The concurrent emphasis on STEAM programs, Robotics, and the incorporation of one-to-one technology devices in classrooms augments the encompassing approach towards digital learning. An enhanced focus is noticeable on the K-12 career continuum through the provision of prolific Career and Technical Education (CTE) offerings on campus, namely Manufacturing, Robotics, Culinary Arts, Agriculture Science,Digital Media, Health Careers and Construction pathway. Additional CTE options are also made available in partnership with STROP. This prepares students for an extensive range of careers. Through partnership with Shasta College, the College and Career Access Pathways (CCAP) program allows high school students to acquire up to three semesters of college units transferable to their future educational endeavors. The literacy progression of students is a primary focus, backed by robust support systems for personalized learning. A structured small group time, reinforced with reading specialists, is provided from Kindergarten to 8th grade. Individual, responsive time is allocated to handle intervention requirements. With the implementation of the 'Achieve' schedule every other week at the high school level, additional academic support is provided within the school day according to specific student needs. Gateway Unified School District prides

itself on the culture of connection prevalent within each school. Active parental and community involvement strengthens this collaborative educational environment, echoing the district's promise "to drive every student's discovery of purpose, empowering all to significantly and positively contribute to their communities." The district invests in several initiatives and grants emphasizing student experience enrichment, such as Literacy Coaches Reading Specialists Educator Training (LCRSET), Strong Workforce, Golden State Pathways and the Career Technical Education Incentive Grant. To further assist disadvantaged students, supplemental funding is received from the Title I school-wide program and four sites receive Equity Multiplier Funds (Buckeye School of the Arts, Gateway Education Options, Gateway Community Day, and Mountain Lakes High School). The efficacy of these efforts is evident in accomplishments such as Central Valley High School's 2019,2024 and 2026 California Distinguished School awards. The district is dedicated to ensuring that all students graduate with the necessary skills for college or their selected career paths. This commitment to secure and extend robust supportive initiatives and comprehensive educational framework is geared towards fulfilling the district's mission of equipping students for a successful future and to "inspire lifelong learning and resilience, overcoming barriers to success"

Reflections: Annual Performance

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

The annual performance of the district has been reviewed using the most recent available data from the California School Dashboard, CAASPP assessments, and local measures. Areas of continued focus include graduation outcomes at the alternative education school, academic performance in English Language Arts (ELA) and Mathematics, and outcomes for specific student groups including Students with Disabilities, English Learners, and socioeconomically disadvantaged students.

Graduation rates remain strong at the comprehensive high school, Central Valley High School (CVHS), where the most recent data show a rate of 94.8%, which continues to exceed the state average. While Mountain Lakes High School (MLHS), the district’s alternative education site, has demonstrated improvement over time, graduation outcomes continue to lag behind the comprehensive high school and remain an area of focused support for the district. Particular attention continues to be given to graduation outcomes for Students with Disabilities and homeless students, as these groups may face additional barriers that impact persistence and completion.

Districtwide CAASPP results indicate that 33.4% of students met or exceeded standards in English Language Arts and 27.5% met or exceeded standards in Mathematics. While these results represent slight improvement from the previous year, overall achievement levels remain an area for growth. The observed improvements in performance among several student groups indicate that recent instructional initiatives and targeted interventions are beginning to yield positive outcomes. Districtwide efforts have focused on strengthening Tier 1 instruction and curriculum, improving intervention systems, and expanding support structures for students requiring additional academic assistance. A persistent performance gap continues to exist for Students with Disabilities and English Learners, and improving supports for these students is an area of focus.

The district’s College and Career Indicator (CCI) shows encouraging progress. The percentage of students considered Prepared for college or career increased to 46.7%, representing notable improvement from the baseline of 33.3%. Expanded access to Career Technical Education (CTE) pathways, dual enrollment opportunities, and career exploration activities have contributed to this growth. Continued efforts are focused on increasing participation in pathways, supporting students in completing the requirements necessary to meet CCI preparedness indicators, and expanding opportunities for students at both the comprehensive and alternative high school settings.

Attendance data also shows continued improvement. Chronic absenteeism decreased from 30.5% at baseline to 25.4% in Year 1 and further to 24.2% in the most recent year, reflecting sustained districtwide efforts to improve student engagement and consistent school attendance. Improved attendance monitoring systems, targeted outreach to families, and site-based attendance supports have contributed to this positive trend.

District discipline data reflects modest improvement. Suspension rates have declined slightly overall, with reductions observed among several student groups including Asian students, English Learners, Students with Disabilities, and socioeconomically disadvantaged students. This indicates initiatives including supports, training, and restoritive practices are contributing factors. However, disproportionate suspension rates among American Indian and Hispanic students continue to be monitored and addressed through restorative practices, behavior support systems, and culturally responsive interventions.

Throughout the review period, the district has intentionally prioritized supports for Students with Disabilities and duplicated student groups through strengthened alignment of instructional practices, improved curriculum resources, expanded professional learning for staff, and enhanced coordination of student services. Efforts to reduce chronic absenteeism and expand restorative practices have also supported broader goals related to school climate, student engagement, and academic progress.

Regarding the Learning Recovery Emergency Block Grant (LREBG), Gateway Unified School District previously expended the initial allocation of funds and has subsequently received an additional allocation. The district plans to utilize these additional funds to expand credit recovery opportunities for students, provide targeted supports to address chronic absenteeism, and implement behavior support curriculum and interventions designed to improve student engagement and reduce behavioral barriers to learning.

Reflections: Technical Assistance

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

Technical assistance continues to be provided to Gateway Unified School District based on California School Dashboard eligibility criteria. Under the 2024 Dashboard, the district qualified for Differentiated Assistance in Priority 4 (Pupil Achievement) and Priority 5 (Pupil Engagement) for English Learners, and Priority 5 (Pupil Engagement) and Priority 6 (School Climate) for Homeless students. Based on the 2025 Dashboard, the district additionally qualified for Differentiated Assistance in Priorities 4, 5, and 6 for Students with Disabilities, indicating a continued need to strengthen academic outcomes, attendance, and school climate for this student group.

In response, the district continues to partner closely with the Shasta County Office of Education (SCOE) to implement coordinated supports aligned to identified areas of need. Gateway Unified remains actively engaged in the California Department of Education’s Continuous Improvement Monitoring (CIM) process, with a primary focus on strengthening systems of behavior support, student engagement, and equitable access to instruction.

A key component of this work has been the intentional use of data systems and continuous improvement cycles to identify root causes, monitor progress, and adjust actions. District and site leaders regularly engage in data reviews using both SCOE-supported tools and internal data systems, including platforms such as Aeries Analytics, CAASPP, local assessment data (e.g., NWEA), attendance reports, and discipline data dashboards. Monthly and quarterly data review structures have been implemented to support site administrators, instructional

teams, and student support staff in analyzing trends in academic performance, chronic absenteeism, and suspension rates. This ongoing data analysis has directly informed the development and refinement of district initiatives, particularly in the areas of behavior support and targeted academic intervention.

During the 2025–26 school year, the district expanded its focus on instructional improvement and equitable access through participation in SCOE-supported mathematics professional learning for all staff, emphasizing effective instructional practices and strategies to ensure all students, including Students with Disabilities and English Learners, can access grade-level content. This work builds on prior math improvement efforts and reflects a continued commitment to addressing gaps in student achievement under Priority 4.

To support improvements in school climate and reduce suspension rates under Priority 6, the district has continued to implement comprehensive behavior support training for all staff, including teachers, paraeducators, and student support personnel, with an emphasis on de-escalation strategies, proactive classroom practices, and restorative approaches. These efforts are informed by ongoing analysis of discipline data and are aligned with the district's CIM focus on improving behavioral outcomes and student engagement.

The district has also strengthened its literacy systems to support improved outcomes for English Learners and Students with Disabilities. All TK–8 sites now have access to curriculum and training aligned to Science of Reading–based intervention practices, and the district has partnered with SCOE to pilot the adoption of a Reading Risk Screener for grades K–2. Data from these screeners, along with ongoing progress monitoring, are being used to identify students in need of early intervention and to adjust instructional supports accordingly.

While no longer participating in the SCOE Ignite pilot program, the district has transitioned to more integrated and systemwide approaches to supporting Students with Disabilities, including alignment of instructional practices, expanded professional learning, and coordinated student services through the CIM process.

In addition to Differentiated Assistance–aligned work, the district continues to implement broader supports that reinforce these priorities. These include supplemental English Language Development resources and training for English Learners, as well as continued funding for a Homeless Liaison to support student engagement, attendance, and access to services. While these actions are part of the district's overall LCAP strategy and not solely tied to Differentiated Assistance, they contribute to addressing the needs of student groups identified through the Dashboard.

Through ongoing collaboration with SCOE, the strategic use of data to guide decision-making, and a continued focus on systems improvement, Gateway Unified School District is working to strengthen instruction, intervention, and student support structures to improve outcomes in academic achievement, attendance, and school climate for all students, with particular attention to those student groups identified for Differentiated Assistance.

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.

Gateway Community Day and Mountain Lakes High

Support for Identified Schools

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

The district continues to support schools identified for Comprehensive Support and Improvement (CSI), including the DASS-designated schools located on the Toyon campus, through a coordinated and multi-tiered approach focused on improving academic outcomes, student engagement, and school climate.

The District Office works in partnership with site leadership teams to support the development and implementation of CSI plans, including conducting comprehensive needs assessments, identifying root causes of underperformance, and aligning actions to address identified inequities. This work is supported through ongoing collaboration with site administrators, instructional teams, and student support personnel, ensuring that plans are both data-informed and responsive to student needs.

To address chronic absenteeism and improve student engagement, the district has continued to provide targeted attendance supports, including the involvement of attendance personnel who work directly with students and families to remove barriers to regular attendance. These efforts are complemented by site-based strategies designed to promote engagement and reinforce positive attendance behaviors.

In the area of school climate, the district has maintained a strong focus on proactive behavior supports. Behavior paraprofessionals (Paras IV) continue to provide direct student support to reduce behavioral incidents and prevent escalation. In addition, the district provides training and coaching in behavior intervention, including de-escalation strategies and proactive classroom practices, to build staff capacity across all sites. A district behaviorist supports this work by assisting in the development and evaluation of Tier 3 behavior intervention plans, ensuring that interventions are aligned with research-based practices and tailored to individual student needs.

To improve academic performance, the district has expanded access to research-based curriculum supports and professional learning, including training aligned to effective instructional practices and equitable access to grade-level content. Schools have also increased tutoring opportunities, targeted academic interventions, and access to credit recovery programs to support students who are at risk of not meeting graduation requirements.

At the Toyon campus, the district continues to expand Career Technical Education (CTE) opportunities to increase student engagement and improve graduation outcomes. This includes the implementation of an Agricultural Science course with access to a greenhouse, providing students with hands-on learning experiences and opportunities for work-based learning aligned to career pathways.

Through these coordinated supports, the district ensures that CSI-identified schools are equipped with the resources, training, and systems necessary to implement effective plans and improve outcomes for all students.

Monitoring and Evaluating Effectiveness

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

The district monitors and evaluates the effectiveness of Comprehensive Support and Improvement (CSI) plans through a structured system of ongoing data analysis, collaborative review processes, and continuous improvement cycles.

The District Office supports school sites in collecting and analyzing multiple data sources to assess progress toward CSI goals and identify areas requiring adjustment. These data sources include California School Dashboard indicators, CAASPP Interim and Summative Assessments, Northwest Evaluation Association (NWEA) assessments (Fall, Winter, and Spring), Educational Partner Perception Surveys, district attendance and discipline data, and Aeries Analytics dashboards. These tools provide timely and actionable information that supports both site-level and district-level decision-making.

School sites engage in regular data review cycles through the Professional Learning Community (PLC) process. Weekly PLC team meetings and regular PLC Leadership team meetings are used to review academic performance, attendance trends, and discipline data. These teams analyze patterns, identify students in need of additional support, and monitor the effectiveness of interventions. Insights from these data reviews are shared with site administration and the District Office to ensure alignment and responsiveness across the system.

District and site leadership teams also participate in ongoing collaboration with the Shasta County Office of Education (SCOE) and through the California Department of Education's Continuous Improvement Monitoring (CIM) process, which provides an additional layer of support and accountability. Through these partnerships, the district engages in root cause analysis, evaluates the impact of implemented actions, and refines strategies to better address identified needs, with a particular focus on behavior supports, student engagement, and equitable access to instruction.

Data analysis has directly informed the implementation and refinement of key CSI actions, including expanded academic interventions, behavior support systems, and attendance strategies. For example, trends in chronic absenteeism and discipline data have guided the development of targeted supports, while academic data from CAASPP and NWEA assessments has informed instructional adjustments and intervention planning.

The district ensures that CSI plans remain aligned with each school's School Plan for Student Achievement (SPSA) and the district's Local Control and Accountability Plan (LCAP). Resources are allocated to support the continuation and scaling of effective practices, and adjustments are made as needed based on ongoing evaluation of outcomes.

Through this comprehensive system of monitoring and evaluation, the district maintains a continuous improvement approach, ensuring that CSI plans remain responsive, data-driven, and focused on improving outcomes for students.

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	• Produced and distributed an annual survey to teachers, requesting insights on educational practices and areas for improvement [February] • Certificated staff at each site engaged in informational meetings and Q&A sessions related to the district's reconfiguration efforts, providing input and feedback that informed decision-making and implementation planning. [October] • Facilitated strategic planning days, engaging teachers in collaborative discussions to align on goals and strategies for the upcoming school year
Parents	• Organized Site Council meetings to engage parents at the school level in discussions about school-specific needs and goals, including EM and CSI funds at applicable sites. [Ongoing] • Produced surveys sent to parents to collect input on the annual planning and prioritization process for district resources and initiatives [February] • Facilitated Strategic Planning Days that included parent participation to help shape the long-term vision and objectives of the district
LEA bargaining units	• Arranged Strategic Planning Days to involve LEA bargaining units in the development and refinement of the three-year LCAP and other strategic documents.

Educational Partner(s)	Process for Engagement
	• Produced surveys targeted at staff and community members to collect comprehensive input on student needs and action plans. [February] • Collaborated with bargaining units regarding the reconfiguration of schools and long term fiscal planning/LCAP [Ongoing] • Conducted six DAC meetings (see below) over the course of the year to review data, ensuring comprehensive input from various stakeholders
District Advisory Council (DAC)	• Conducted six meetings over the course of the year to review data, ensuring comprehensive input from various stakeholders [September-May] • Evaluated SPSA plans (including CSI and EM funds for applicable sites) during scheduled sessions with the District Advisory Council for alignment with district goals and objectives [September] • Discussed drafts of the Instructional Continuity Plan and obtained feedback to refine the proposed strategies for improvement [May] • Reviewed survey responses, including ranked priorities, to refine LCAP • Reviewed the LCAP draft in collaboration with the council to incorporate community feedback before finalizing it [April]
Leadership (Administrators and Principals)	• Conducted two meetings a month with leadership, including administrators and principals, to review data pertaining to various plans and surveys[Ongoing] • Reviewed School Plan for Student Achievement (SPSA) plans during meetings to assess progress and areas needing improvement (including CSI and EM plans/funds for applicable sites)[Ongoing] • Examined Strategic Plan as a leadership team to align action plans with district goals with stakeholder feedback and ensure comprehensive planning [August] • Analyzed Local Control and Accountability Plan (LCAP) staff, student, and parent surveys to gather comprehensive feedback from all educational partners [Feb-March]

Educational Partner(s)	Process for Engagement
	• Discussed and evaluated the draft LCAP with leadership to integrate input and refine the plan [May]
Students	• Conducted a student survey to gather feedback on academic and social needs, involving diverse student groups from all grade levels. [February] • Reviewed and analyzed data obtained from the student survey to identify patterns and areas for improvement in student support services. [March] • Conducted follow-up meetings with student representatives to discuss survey results and validate proposed actions and strategies. [March]
Equity Multiplier Site-Specific Engagement	• Conducted meetings with Site Council to gather feedback on site-specific issues and initiatives. [January/March] • Scheduled events with Professional Learning Community (PLC) to discuss instructional strategies and collaborative practices. [Ongoing] • Collected notes from Parent Advisory Committee (PAC) to collect insights on the effectiveness of current educational programs. [March] • Conducted analysis of received feedback from Site Council, PLC, and PAC to identify areas for improvement and inform strategic planning. [March] • Scheduled follow-up meetings with all councils (Site Council, PLC, PAC) to review implemented actions and gather additional feedback for continuous improvement. [May/June]
SELPA	• Conducted regular meetings with SELPA Governing Board to gather feedback and discuss joint initiatives [Monthly] • Scheduled events with the Fiscal Accountability Committee to review budgetary concerns and resource allocation [Quarterly,February/May/August/November] • Produced surveys targeted at SELPA stakeholders to gather comprehensive input on special education services and potential improvements [Fall] • Engaged in collaborative workshops with SELPA representatives to evaluate the effectiveness of current programs and propose strategic adjustments[Semi-Annually, June/December]

Educational Partner(s)	Process for Engagement
Greater Community: Governance, businesses, community college	• Produced and distributed an LCAP survey to collect input from the Greater Community on educational priorities and initiatives [March-April] • Conducted quarterly meetings with representatives from Shasta College to align educational strategies and support student transition initiatives [Feb,May, September, December] • Facilitated multiple focused group discussions with local businesses to understand workforce needs and incorporate those insights into curriculum planning[Fall]

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

Feedback from community partners indicated a need to increase intervention support for both behavior and academic areas, prompting Gateway Unified to develop a broad goal to address this feedback with the following actions: · Enhance intervention support for both behavioral and academic areas. (Action 1.1a) · Offer support for Special Education ERICS Class focusing on behavioral issues. (Action 2.2e) · Develop comprehensive approach for academic support. (Action 3.3b) · Establish collaborative partnerships with community stakeholders. (Action 4.1c) · Implement feedback-driven modifications in education policies. (Action 5.2d) Based on feedback from internal stakeholders, students, parents, the City of Shasta Lake, and business partners to improve communications within the LEA, Gateway Unified has developed a broad goal to address this feedback with the following actions: · Continue enhanced internal communications within LEA. · Develop and implement a transparent communication strategy. · Maintain regular interaction sessions with the City of Shasta Lake for better synergy. · Foster strategic alliances with business partners to promote knowledge sharing. · Make information easily accessible to all stakeholders. · Implement an early feedback mechanism for continuous improvement. Based on feedback from educational partners emphasizing the need for a continued focus on Professional Learning Communities (PLCs) and the use of common assessments, Gateway Unified has developed a broad goal to address this feedback with the following actions: · Continue focusing on Professional Learning Communities through strengthened collaborations and regular discussions. (Action 1.4) · Ensure consistent utilization of common assessments for monitoring student progress. (Action 1.6) Feedback regarding the expansion of programs and a broad course of study, including the K-12 CTE continuum, was received from various educational partners, leading to the generation of a broad goal; Gateway Unified has developed a broad goal to address this feedback with the following actions: · Provide targeted professional development and resources to enhance proficiency in core subjects. (Action 1.1) · Maintain one-to-one technology devices to every student and instructor. (Action 1.2a) · Hire intervention teaching positions to effectively address student needs. (Action 1.2b) · Develop after-school or asynchronous professional workshops to improve teaching strategies. (Action 1.2c) · Allocate funds and materials for STEAM activities to bolster STEM education. (Action 1.2d) · Uphold instructional coaching positions to support data analysis and research based instructional practices. (Action 1.2e) · Implement academic and behavioral intervention plans across all sites. (Action 1.2g) · Retain Library Support Staff through allocated funding. (Action 1.2h) · Improve early education by enhancing instructional paraprofessional support. (Action 1.2i) · Update curriculum framework for alignment with best practices and educational standards. (Action 1.2j) · Promote academic and professional preparedness to enhance college and career readiness. (Action 1.3a) · Introduce site-specific plans for fostering a culture of college and career readiness. (Action 1.3a) · Subsidize portions of AP exam fees and expand Dual Enrollment courses. (Action 1.3b) · Implement plans to ramp up

graduation rates. (Action 1.3c) · Provide credit recovery opportunities including summer school and recovery software. (Action 1.3d) · Protect district programs and ensure a broad course of study within budget constraints. (Action 1.3e) Feedback was received from educational partners regarding the necessity of staff trainings to support a strong workforce, leading Gateway Unified to develop a progress goal to address this feedback with the following actions: · Develop targeted recruitment and development initiatives to foster a diverse workforce. (Action 4.2) · Enroll new teachers in induction programs to support workforce strength. (Action 4.2) Feedback was received from educational partners regarding the need to acquire updated, research-based curriculum and curriculum supports, leading Gateway Unified to develop a broad goal to address this feedback with the following actions: · Implement supportive educational strategies and resources to enhance academic proficiency. (Action 1.2) · Develop and monitor IEPs to solve identified practice issues for students with disabilities. (Action 1.7g)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The primary goal is to develop high-performing schools that prepare PreK-12 students to graduate ready for careers and college. Efforts include annually increasing mathematics and English proficiency by 5%, raising graduation rates by 5%, and removing barriers to college and career access, monitored through various metrics.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed to address Priority 4 (Pupil Achievement) by emphasizing continuous professional development in instructional strategies, assessment use, and technology integration to enhance learning. This focus ensures teachers are equipped to improve pupil performance on standardized tests and other achievement measures. Priority 8 (Other Student Outcomes) was also addressed by offering a broad course of study, including music and other electives, to maintain high engagement and comprehensive educational experiences. The goal ensures students receive diverse and rich educational opportunities. Additionally, support for the PLC process aligns with Priority State Standards (Conditions of Learning) by helping align standards, learning objectives, and assessments, ensuring curriculum coherence and effective instruction. Each aspect of the goal was carefully aligned with state priorities to promote pupil achievement and holistic educational excellence. Learning Recovery Block Grant funds that will be received in 2025-2026 will help support this action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Dashboard Indicators ELA,Math, and Science; Curriculum audit and Williams Act	CAASPP ELA 35.71% met or exceeded CAASPP Math 24.98% met or exceeded CAASPP Science Metric to be established after 2023-2024	CAASPP ELA 31.18% met or exceeded CAASPP Math 26.96% met or exceeded CAASPP Science	CAASPP ELA 33.4% met or exceeded CAASPP Math 27.5% met or exceeded	CAASPP ELA 50.71% met or exceeded CAASPP Math 39.98% met or exceeded	CAASPP ELA Baseline: 35.7% Year 1: 31.2% Year 2: 33.4% Change: Decreased by 2.3 percentage points from baseline;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% Williams Act Compliance	20.8% Met or Exceeded 100% Williams Act Compliance	CAASPP Science 21.0% met or exceeded	CAASPP Science Metric to be established after 2023-2024 Maintain 100% Williams Act Compliance	increased by 2.2 percentage points from Year 1 CAASPP Math Baseline: 25.0% Year 2: 27.5% Change: Increased by 2.5 percentage points CAASPP Science Baseline: Not established Year 2: 21.0% Change: Baseline established; comparison not available Change: No change – remained at 100%
1.2	College/Career Dashboard Indicator- (Prepared, Approaching Prepared, Not Prepared Bands) and supporting CTE, A-G, College Course completion rates	District College Career Indicator Prepared 33.3% Approaching 13.8% Not Prepared 52.9% Very Low: Students with Disabilities 2.5% CVHS College Career Indicator Prepared 53.9%	District College Career Indicator Prepared 46.7% Approaching 12.1% Not Prepared 41.2% : Students with Disabilities 11.8% CVHS College Career Indicator Prepared 60.4%	District College & Career Indicator (CCI) Prepared: 39.3% Approaching: 16.7% Not Prepared: 44.0% Students with Disabilities (Prepared): 6.9%	District College Career Indicator Prepared 39.3% Students with Disabilities 10% CVHS College Career Indicator Prepared 60% MLHS College	District College & Career Indicator (CCI) Prepared Baseline: 33.3% Year 2: 39.3% Change: Increased by 6.0 percentage points Approaching Baseline: 13.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Approaching 18.8% Not Prepared 27.3% MLHS College Career Indicator Prepared 2.3% Approaching 2.3% Not Prepared 95.5% CTE Completion 21.2 % CVHS CTE Completion 32.8% MLHS CTE Completion 0% District A-G Completion 27.4% CVHS 45.3% MLHS 0% AP Pass Rate 1.4% CVHS College Course Completion Rate 68.1% CVHS 22.23 Dropout: 7% MLHS 22.23 Dropout: 36% GUSD Middle School Dropout: 0.2%	Approaching 16.4% Not Prepared 23.1% MLHS College Career Indicator Prepared 3.2% Approaching 0% Not Prepared 96.8% CTE Completion 28.6 % CVHS CTE Completion 39.6% MLHS CTE Completion 0% CVHS 23-24 Dropout: 4.4% MLHS 23-24 Dropout: 32% GUSD Middle School Dropout: 2%	CVHS College & Career Indicator (CCI) Prepared: 60.0% Approaching: 23.8% Not Prepared: 16.2% MLHS College & Career Indicator (CCI) Prepared: 0.0% Approaching: 2.6% Not Prepared: 97.4% CTE Completion District: 36.8% CVHS: 60.0% MLHS: 0.0% College Course Completion Rate: 47.6% (no longer reflects concurrent college courses) A–G Completion District: 31.6% CVHS: 51.4% MLHS: 0.0%	Career Indicator Prepared 10% CVHS CTE Completion 40% MLHS CTE Completion 10% District A-G Completion 33% CVHS 51% MLHS 10% Maintain or increase CVHS College Course Completion Rate 68.1% CVHS Dropout 1.5% MLHS Dropout 10% Middle School Dropout <.2%	Year 2: 16.7% Change: Increased by 2.9 percentage points Not Prepared Baseline: 52.9% Year 2: 44.0% Change: Decreased by 8.9 percentage points Students with Disabilities (Prepared) Baseline: 2.5% Year 2: 6.9% Change: Increased by 4.4 percentage points CVHS College & Career Indicator (CCI) Prepared Baseline: 53.9% Year 2: 60.0% Change: Increased by 6.1 percentage points Approaching Baseline: 18.8% Year 2: 23.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Dropout District 10% CVHS 24-25 Dropout: .01% MLHS 24-25 Dropout: 34% GUSD Middle School Dropout: 0%		Change: Increased by 5.0 percentage points Not Prepared Baseline: 27.3% Year 2: 16.2% Change: Decreased by 11.1 percentage points MLHS College & Career Indicator (CCI) Prepared Baseline: 2.3% Year 2: 0.0% Change: Decreased by 2.3 percentage points Approaching Baseline: 2.3% Year 2: 2.6% Change: Increased by 0.3 percentage points Not Prepared Baseline: 95.5% Year 2: 97.4% Change: Increased by 1.9 percentage points CTE Completion

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						District Baseline: 21.2% Year 2: 36.8% Change: Increased by 15.6 percentage points CVHS Baseline: 32.8% Year 2: 60.0% Change: Increased by 27.2 percentage points MLHS Baseline: 0.0% Year 2: 0.0% Change: No change A–G Completion District Baseline: 27.4% Year 2: 31.6% Change: Increased by 4.2 percentage points CVHS Baseline: 45.3% Year 2: 51.4% Change: Increased by 6.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						MLHS Baseline: 0.0% Year 2: 0.0% Change: No change AP Pass Rate Baseline: 1.4% Year 2: --- Change: Increased by 0.6 percentage points CVHS College Course Completion Rate Baseline: 68.1% Year 2: 72.0% Change: Increased by 3.9 percentage points Dropout Rates CVHS Baseline: 7.0% Year 2: .01% Change: Decreased by nearly 6 percentage points MLHS Baseline: 36.0% Year 2: 34% Change: Decreased by 2.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Middle School Baseline: 0.2% Year 2: 0% Change: -.2%
1.3	Dashboard Indicator: Graduation Rate	Graduation Rate: District 75.5 % CVHS 91.4% MLHS 54.3% Graduation Rate: Homeless:61.9% Students with Disabilities 58.5%	Graduation Rate: District 87.6% CVHS 94.8% MLHS 63.60% Graduation Rate: Homeless:nan% Students with Disabilities 82.9%	Graduation Rate – District 87.7% CVHS 97.10% MLHS 65% Homeless Students- nan% Students with Disabilities-80.0%	District: increase graduation rate 2% annually CVHS maintain or increase graduation rate MLHS increase graduation rate 2% annually	District: Increased by 12.2 percentage points from baseline CVHS: Increased by 5.7 percentage points MLHS: Increased by 10.7 percentage point Homeless: Data not available for Year 2– change cannot be calculated Students with Disabilities: Increased by 21.5 percentage points
1.4	NWEA Reading, Math, Science Assessment tool	NWEA Projected Proficiency ELA 33.6% Math 27.4% Students with Disabilities ELA 8.0% Math 7.5%	NWEA Projected Proficiency ELA 38.7% Math 28.1% Students with Disabilities ELA 15.3% Math 8.9%	NWEA Projected Proficiency – All Students ELA: 36.9% Math: 23.9% Students with Disabilities (SWD)	NWEA Projected Proficiency ELA 48.6% Math 42.4% Students with Disabilities ELA 23.0% Math 22.5%	All Students – NWEA ELA Baseline: 33.6% Year 1: 38.7% Year 2: 36.9% Change: Increased by 3.3 percentage points from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner Math 33.3%		ELA: 14.5% Math: 7.4% English Learners (EL) ELA: 28.6% Math: 17.0%	English Learner Math 48.3%	baseline; decreased by 1.8 percentage points from Year 1 All Students – NWEA Math Baseline: 27.4% Year 2: 23.9% Change: Decreased by 3.5 percentage points Students with Disabilities – NWEA ELA Baseline: 8.0% Year 1: 15.3% Year 2: 14.5% Change: Increased by 6.5 percentage points from baseline; decreased by 0.8 percentage points from Year 1 Students with Disabilities – NWEA Math Baseline: 7.5% Year 2: 7.4% Change: Decreased by 0.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners – NWEA ELA Baseline: 50.0% Year 2: 28.6% Change: Decreased by 21.4 percentage points, 6.7 % increase from year 1 English Learners – NWEA Math Baseline: 33.3% Year 2: 17.0% Change: Decreased by 16.3 percentage points (8.1 percent increase from year 1)
1.5	Number of staff receiving PLC,RTi, and Instructional Review data collection professional development.	10+ Teachers will attend PLC, Rti, or data review training yearly	All TK-12 teachers participated in PLC Aug. PD	10+ Teachers will attend PLC, Rti, or data review training yearly	10+ Teachers will attend PLC, Rti, or data review training yearly	District exceeded metric.
1.6	Percentages for proficiency as measured by the English Language Proficiency Assessments for California(ELPAC), and English learner reclassification rate. Teachers will receive	Summative ELPAC 22.81% Proficient	Summative ELPAC 17.02% Proficient	Summative ELPAC 15.53% Proficient	Summative ELPAC 28.81% Proficient	Decrease of 7.28 percentage points in ELPAC proficiency compared to the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Professional Development for implementing ELD strategies and new ELD standards.					
1.7	CAASPP (Dashboard Indicator:Students with Disabilities Student Group)	Students with Disabilities ELA 5.26% Met or Exceeded Math 0% Met or Exceeded	Students with Disabilities ELA 5.73% Met or Exceeded Math 4.15% Met or Exceeded	Students with Disabilities ELA 11.71% Met or Exceeded Math 6.83% Met or Exceeded	ELA 20.26% Met or Exceeded Math 15% Met or Exceeded	ELA Baseline 5.26% Met or Exceeded Year 2 11.71% Change: increased by 6.45 percentage points Math Baseline: Math 0% Met or Exceeded Change: increased by 6.83 percentage points,
1.8	NWEA Reading & Mathematics Student Group assessment data for the consistently Low-performing Student Groups: Native American, Hispanic & Student with Disabilities	NWEA Projected Proficiency: Students with Disabilities ELA 8.0% Math 7.5% English Learner ELA 50% Math 33.3% Native American ELA 32.4% Math 27.8%	NWEA Projected Proficiency ELA 38.7% Math 28.1% Students with Disabilities ELA 15.3% Math 8.9% English Learner ELA 21.2% Math 14.3% Native American ELA 31 % Math 23.8%	Students with Disabilities (SWD) ELA: 14.5% Math: 7.4% English Learners (EL) ELA: 28.6% Math: 17.0% Native American ELA: 40.3% Math: 26.8% Hispanic ELA: 33.0% Math: 17.8%	NWEA Projected Proficiency: Students with Disabilities ELA 23.0% Math 22.5% English Learner Math 39.3% ELA 56% Native American Math 33.8% ELA 38.4% Hispanic Math 32.4%	Students with Disabilities – NWEA ELA Baseline: 8.0% Year 1: 15.3% Year 2: 14.5% Change: Increased by 6.5 percentage points from baseline; decreased by 0.8 percentage points from Year 1 Students with Disabilities – NWEA Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic ELA 27.1% Math 26.4%	Hispanic ELA 37% Math 25.7%		ELA 33.1%	Baseline: 7.5% Year 2: 7.4% Change: Decreased by 0.1 percentage points English Learners – NWEA ELA Baseline: 50.0% Year 2: 28.6% Change: Decreased by 21.4 percentage points English Learners – NWEA Math Baseline: 33.3% Year 2: 17.0% Change: Decreased by 16.3 percentage points Native American – NWEA ELA Baseline: 32.4% Year 2: 40.3% Change: Increased by 7.9 percentage points Native American – NWEA Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Baseline: 27.8% Year 2: 26.8% Change: Decreased by 1.0 percentage point Hispanic – NWEA ELA Baseline: 27.1% Year 1: 37.0% Year 2: 33.0% Change: Increased by 5.9 percentage points from baseline; decreased by 4.0 percentage points from Year 1 Hispanic – NWEA Math Baseline: 26.4% Year 2: 17.8% Change: Decreased by 8.6 percentage points

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 implementation of Goal 1 in the school district's Local Control and Accountability Plan (LCAP) was characterized by a combination of data-driven insights and contextual challenges that influenced the outcomes of various actions. Action 1.1 aimed to enhance student proficiency in English Language Arts, Mathematics, and Science, supported by professional development, one-to-one technology, and

instructional coaching. The CAASPP metrics indicated that 31.18% of students met or exceeded proficiency in ELA, while 26.96% did so in Math. Despite these efforts, significant progress beyond baseline figures was not observed, suggesting that additional strategies may be necessary to elevate proficiency levels. Staffing shortages, particularly in critical positions like speech pathologists and resource teachers, further complicated the execution of this action.

Action 1.2 Between 2022–23 and 2023–24, GUSD saw strong gains in College and Career Readiness, with the percentage of “Prepared” students rising from 33.3% to 46.7%, and significant progress for students with disabilities increasing from 2.5% to 11.8%. CVHS continues to outperform the district with 60.4% of students prepared and strong growth in CTE completion, while MLHS remains critically underserved with 96.8% of students still not prepared and no CTE completion. While Action 1.2 is showing clear effectiveness at CVHS, additional support and pathway access are urgently needed at MLHS to address persistent equity gaps.

Action 1.3 From 2022–23 to 2023–24, GUSD's graduation rate improved significantly from 75.5% to 87.6%, with notable gains for students with disabilities, rising from 58.5% to 82.9%. CVHS continues to demonstrate strong outcomes with a graduation rate of 94.8%, while MLHS saw modest improvement from 54.3% to 63.6%, though it still lags behind. The increase in overall and subgroup graduation rates suggests Action 1.3 is yielding positive results, but continued focus on alternative education students is needed.

Action 1.4 involved teachers and administration in collaborative decision-making through the Professional Learning Community (PLC) process. All teachers K-12 participated in a full day PLC training in August. This represents a shift from selective participation to universal implementation, suggesting strengthened alignment with districtwide instructional goals and a growing culture of collaboration. Additionally, the district successfully negotiated a new professional development calendar, moving a day to October beginning with the 2025-26 school year to allow for more data-driven instruction. This adjustment demonstrated a commitment to aligning instructional practices with early assessments.

Action 1.5 targeted the improvement of academic proficiency for English Learner pupils. The slight decrease in ELPAC scores show a continued need for focused supports. However, the NWEA Projected Proficiency metrics for ELA and Math, which were 31.18% and 26.96%,
respectively, may indirectly reflect the action's impact on English Learners. The district's focus on continuous improvement was evident in its efforts to enhance support for English Learners.

Finally, Action 1.6 aimed to enhance the academic proficiency of Students with Disabilities and those receiving interventions. The CAASPP metrics showed that 5.73% of Students with Disabilities met or exceeded proficiency in ELA, while 4.15% did so in Math. The NWEA Projected Proficiency metrics for ELA and Math, which were 10.1% and 9.9%, respectively, shows a continued trend upwards and may reflect the action's impact. These metrics indicate that the action's focus on resource teachers, intervention support, and professional development had an impact, although further improvements are necessary.

Overall, the implementation of Goal 1 was marked by a balance of successes and challenges, with a clear focus on continuous improvement and stakeholder engagement.

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.

It was noted that for action 1.1A, the district is on track but will spend slightly more than initially planned. This indicates a variance between budgeted and actual expenditures. For the 2025-26 year, there is an anticipated increase in the budget for technology, specifically for purchasing district-wide Chromebooks for all students. Some actions, like the expansion of CTE offerings, will be funded through new grants rather than LCFF funds, indicating a shift in funding sources. Some items were not included in the original budget but were added in the interim, leading to increased expenditures. There are ongoing staffing challenges, particularly with speech pathologists, leading to the use of contracted services. This could impact budget allocations and expenditures. The purchase of additional reading supplemental materials is noted as contributing to growth, suggesting that these expenditures are having a positive impact.

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

Action 1.1: Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, and Science.

This action was determined to be partially effective.

The district continued to prioritize professional learning, PLC collaboration, and instructional improvement, including expanded mathematics training in partnership with the Shasta County Office of Education (SCOE) focused on equitable access to grade-level content. Science of Reading–aligned literacy supports were implemented across TK–8, and early literacy systems were strengthened through the pilot of a Reading Risk Screener for grades K–2. CAASPP results indicate mixed progress. English Language Arts performance (33.4%) remains below baseline (35.7%) but improved from the prior year, indicating partial recovery. Mathematics performance (27.5%) increased modestly from baseline (25.0%), while Science results established a new baseline (21.0%). Local assessment data (NWEA) further reflects these trends, with ELA performance above baseline but declining from Year 1, and Mathematics performance declining below baseline.These results suggest that while instructional supports and professional learning are contributing to incremental improvement, particularly in ELA, the overall impact has not yet resulted in consistent gains across content areas. Continued focus on strengthening Tier 1 instruction, particularly in mathematics, and ensuring consistent implementation of evidence-based practices is needed.

Action 1.2: Increase the number of students graduating college and career ready.

This action was determined to be effective.

The district demonstrated strong progress in college and career readiness indicators. The percentage of students classified as “Prepared” on the College and Career Indicator (CCI) increased from 33.3% to 39.3%, with a corresponding decrease in students identified as “Not Prepared.” Significant gains were observed at Central Valley High School (CVHS), including increases in both Prepared and Approaching levels. Career Technical Education (CTE) completion increased substantially at the district level (21.2% to 36.8%) and at CVHS (32.8% to

60.0%), reflecting expanded pathway access and student participation. A–G completion rates also improved at both the district and CVHS levels. Graduation rates increased significantly across the district (75.5% to 87.7%), with notable gains at both CVHS and Mountain Lakes High School (MLHS). While outcomes at MLHS remain below district expectations, overall results indicate that expanded access to CTE pathways and credit recovery programs have positively impacted college and career readiness.

Action 1.3: Improve the academic proficiency of Indian Education (Native American) students.

This action was determined to be partially effective.

Additional data is now available to evaluate this action. NWEA results indicate improvement in English Language Arts proficiency for Native American students (32.4% to 40.3%), while Mathematics performance remained relatively stable (27.8% to 26.8%). While gains in ELA suggest that targeted supports and increased attention to this student group are beginning to have an impact, the lack of improvement in Mathematics indicates a continued need for focused instructional strategies and interventions. The district will continue to refine supports and monitor outcomes to ensure consistent progress for Native American students across content areas.

Action 1.4: Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.

This action was determined to be effective.

The district maintained a strong focus on the PLC process as a foundational structure for continuous improvement. Teachers and administrators engaged in regular PLC meetings and PLC Leadership team collaboration to review academic, attendance, and discipline data. These structures supported data-driven decision-making and alignment of instructional practices across sites. The use of multiple data sources, including CAASPP, NWEA, attendance, and discipline data, strengthened the effectiveness of PLCs in identifying student needs and adjusting instruction. Expanded professional learning opportunities, including mathematics training with SCOE and literacy-focused training aligned to the Science of Reading, further supported this work. The PLC structure continues to be an effective system for supporting collaboration, data use, and instructional alignment across the district.

Action 1.5: Improve the academic proficiency of English Learner pupils.

This action was determined to be partially effective.

The district strengthened supports for English Learners through the implementation of a new English Language Development (ELD) curriculum, targeted training for paraeducators supporting English Learners, and ongoing professional learning for teachers focused on equity-based instructional practices in reading and mathematics. These efforts were both targeted and embedded across district initiatives to improve access to grade-level content for English Learners. Despite these efforts, outcome data indicate that English Learner performance declined in both English Language Arts and Mathematics on NWEA (ELA: 50.0% to 28.6%; Math: 33.3% to 17.0%). These results suggest that while systems and supports have been strengthened, they are not yet consistently translating into improved academic outcomes. The district recognizes that many of these strategies were implemented or expanded during the current cycle and may not yet be fully reflected in student performance data. Moving forward, the district will continue to refine implementation of designated and integrated ELD instruction,

strengthen alignment between ELD curriculum and core instruction, and ensure that English Learners have consistent access to rigorous, grade-level content across all classrooms.

Action 1.6: Improve the academic proficiency of Students with Disabilities.

This action was determined to be partially effective.

Students with Disabilities demonstrated improvement in several areas, including NWEA ELA performance (8.0% to 14.5%) and graduation rates (58.5% to 80.0%), indicating that targeted supports and interventions are contributing to positive outcomes. However, Mathematics performance for this group remained relatively flat (7.5% to 7.4%), and CAASPP results continue to show significant gaps compared to the overall student population. The district has shifted from participation in the SCOE Ignite pilot to more integrated, systemwide approaches to supporting Students with Disabilities, including alignment of instructional practices, expanded professional learning, and coordinated services through the Continuous Improvement Monitoring (CIM) process. While progress is evident, particularly in graduation outcomes, continued focus is needed to improve academic performance, especially in Mathematics, and to ensure consistent implementation of effective intervention strategies.

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

Action 1.1 Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, and Science: The district will continue Action 1.1 without changes, as current data reflects emerging progress, particularly in English Language Arts, while indicating the need for continued focus to achieve consistent gains across content areas.

Action 1.2 Increase the number of student graduates college and career ready:
No modifications are planned for this action. The action has shown positive outcomes, as reflected in the improving CCI indicator, particularly in graduation rates. The current strategies are effectively supporting students in becoming college and career ready.

Action 1.3 Improve the academic proficiency of Indian Education (Native American) students:
No modifications are planned for this action. This action has demonstrated effectiveness, and the current strategies are meeting the needs of Native American students, as there have been no significant indicators of ineffectiveness.

Action 1.4 Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process:
No modifications are planned for this action. The PLC process has been effective in fostering collaborative decision-making and aligning instructional practices, as evidenced by the positive growth indicators in student performance.

Action 1.5 Improve the academic proficiency of English Learner pupils:
Slight modification to the position descriptions to facilitate the ability to align staffing to fluctuating student numbers. The increased focus on English Learners, including additional training for paraprofessionals and classroom teachers, is expected to address any performance drops

and enhance support for ELs, particularly in preparation for ELPAC and CAASPP assessments. The district also experienced an increase in English Learner students with limited or interrupted formal education, including students with little to no prior schooling, which has impacted overall performance data and highlights the need for differentiated supports.

Action 1.6 Improve the academic proficiency of Students with Disabilities and students receiving interventions:
No modifications are planned for this action. Despite ongoing staffing challenges, particularly with speech pathologists, the conversion to contracted services ensures continued service delivery, maintaining the effectiveness of this action in supporting students with disabilities.

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	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science.	Action Items for Goal: Development of High-Performing Schools for Career and College Readiness 1.1a Professional development and support for implementing instructional strategies, RTI strategies, student assessment, and the use of one-to-one technology to enhance service quality and learning for all. Increased certificated calendar working days for a total of three calendared professional development days will be continued. 1.1b Continue one-to-one technology devices for each student in grades K-12 and each instructor. Wireless lease to support infrastructure for the one-to-one initiative, and Learning Management Systems (LMS) will be purchased. 1.1c Funds to support a full-time 1.0 intervention teacher for K-8will be provided (0.5 funded with Supplemental/Concentration Funds and 0.5 funded with Federal Funds). 1.1d Site funding for afterschool professional development workshops will be provided. 1.1e Materials for Science, Technology, Engineering, Art, and Math(STEAM) activities at the K-8 level will be purchased. Extra-duty funds will be provided for lead teachers at elementary/middle schools to organize STEM/STEAM. STEM education through pathways at Central Valley High School and Gateway Educational Opportunities (GEO) will be promoted. Funds to support Art teachers for the high schools, and support teachers (K-8)teaching ELA and Math through the Arts will be provided.	$2,477,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.1f Instructional coaching positions to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching will be continued. Additional student support with teachers and paraprofessionals will be provided. 1.1g The NWEA reading assessment tool for use K-12 will continue to be purchased. Assessment dates and data analysis dates will be scheduled. 1.1h Each site's continued implementation of an academic and behavioral intervention plan to address the needs of all students will be supported. Site intervention committees will review ongoing data (behavioral referrals, attendance, reading, and math assessments) and implement improvements; additional material and staffing needs, schedule changes, training, and professional development will be provided. 1.1i Funding to maintain Library Support Staff positions will be provided. 1.1j Additional instructional paraprofessional support for transitional kindergarten classes, kindergarten classes, and primary combination classrooms will be provided. 1.1k The curriculum, curriculum supports, and curriculum framework will be appropriately revised and updated to ensure alignment with best practices, educational standards, and college/career skill demands. Spending Items: 1.1A - PLC Monday's 1.1B - One-to-One Devices & LMS 1.1C - Intervention teacher 1.0FTE 1.1E - STEM/STEAM - CVHS Art 1.1F - Instructional Coaches 1.1G - Assessment Tools (NWEA) 1.1H - RTI / Academic and Behavior Intervention 1.1I - Library Support 1.1J - TK, K & Combo Class Paraprofessionals 1.1K - Curriculum Corresponding Metrics: Metric 5: Number of staff receiving PLC, RTi, and Instructional Review data collection professional development. Metric 1:		

Action #	Title	Description	Total Funds	Contributing
		CAASPP Dashboard Indicators ELA,Math,Science;curriculum audit and Williams Act Metric 4: NWEA Reading, Math, Science Assessment tool		
1.2	Increase the number of student graduates college and career ready.	Increase the number of student graduates college and career ready: 1.2a Plans to promote a culture of college and career readiness will be implemented at sites, including opportunities for students to visit college campuses, technical institutes, and private businesses. 1.2b Sections for Advanced Placement (AP) and Dual Enrollment courses will be provided on the High School Master Schedule.Portions of the AP exam fees for students not qualifying for state fee waivers will be funded, and the annual administration of preliminary college entrance exams will be paid for. 1.2c Plans to increase graduation rates will be implemented at sites. 1.2d Opportunities for credit recovery will be provided, including summer school credit recovery and credit recovery software. 1.2e Access to a broad course of study will be maintained,including but not limited to Foreign Language classes, CTE courses, and Visual and Performing Arts courses. Efforts will be made to ensure the ROP Program remains available for students in both high schools. Proposed master schedules for the following school year will be submitted by site administration and site leadership teams for review at the District Office. These schedules,submitted in the Spring, will be reviewed by the District Cabinet regarding A-G course offerings, CTE pathways, Intervention classes, credit recovery classes, AP/Dual Enrollment sections, PE sections and minutes, instructional minutes, and the bell schedule. Spending Items: 1.2A - College & Career Readiness 1.2B - AP - Dual-Enrollment 1.2D - Credit Recovery (LRBG) 1.2E - CTE & ROP Corresponding Metrics: Metric 2:	$1,024,794.00	Yes

Action #	Title	Description	Total Funds	Contributing
		College/Career Dashboard Indicator- (Prepared,Approaching Prepared, Not Prepared Bands) and supporting CTE,A-G, College Course completion rates Metric 3: Dashboard Indicator: Graduation Rate		
1.3	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Development of High-Performing Schools for Career and College Readiness Improve the academic proficiency of Indian Education(Native American) students, identified as a consistently low-performing student group. 1.3a Continue offering an Indian Education (Native American) after-school program with a focus on fostering a connection to school. 1.3b Continue offering additional paraprofessional classroom support through state and federal Native American funded programs. 1.3c Offer extended school opportunities during summer vacation weeks, President's week off, Spring Break, and Early Back. Spending Items: 1.3A - Indian Education - After school 1.3B - Indian Education - Paraprofessional Support Corresponding Metrics: Metric 8: NWEA Reading & Mathematics Student Group assessment data for the consistently Low- performing Student Groups: Native American	$133,417.00	Yes
1.4	Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial	Provide scheduled collaborative time for teachers and administration through: 1.4a Minimum Day Mondays districtwide. 1.4b Continue providing stipends to District PLC team leaders. 1.4c Allocate PLC time for vertical and horizontal alignment of essential standards, materials, and formative assessments. 1.4d Offer professional development related to the PLC process to additional staff members and provide ongoing training for PLC leadership.	$460,957.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support through the Professional Learning Community (PLC) process.	Spending Items: 1.4A - PLC Mondays 1.4B - PLC Stipends 1.4C - PLC - Vertical/Horizontal alignment 1.4D - PLC PD Corresponding Metrics: Metric 5: Number of staff receiving PLC, RTi, and Instructional Review data collection professional development.		
1.5	Improve the academic proficiency of English Learner pupils.	To improve the academic proficiency of English Learner (EL) pupils across the district, the following actions are being implemented 1.5a Provide continued services for English Learner (EL) pupils in grades TK-12. Additional support will be provided by a certificated teacher(s) paraprofessional(s) working to support the five school sites. 1.5b Provide state-approved supplemental instructional materials for English Learners. 1.5c Provide parents of English Learners an opportunity to attend ESL classes to better support their student's learning and improve communication with school educators. Spending Items: 1.5A - EL Supports 1.5B - EL Materials 1.5C - EL Parent Supports Corresponding Metrics: Metric 4: NWEA Reading, Math, Science Assessment tool Metric 6: Percentages for proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), and English learner reclassification rate. Teachers will receive Professional Development for implementing ELD strategies and new ELD standards.	$225,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	Development of High-Performing Schools for Career and College Readiness 1.6a Funding will be continued for an additional Resource Teacher position to lower the teacher-to-pupil ratio and provide support for academic and behavioral interventions. The Resource Teachers will serve on-site intervention committees, provide intervention support, and participate in grade-level Professional Learning Communities (PLCs). Intervention Committees will review ongoing data, implement recommended interventions, provide staff support,offer training and professional development, attend Student StudyTeam (SST) meetings, and develop individual behavioral plans. 1.6b Funding will be continued for increased Speech Pathologist services to lower the speech pathologist-to-pupil ratio and provide support through site academic and behavior intervention plans.Speech Pathologists will serve on-site intervention committees,provide intervention support, and participate in grade-level PLCs. 1.6c Funding will be continued for increased School Psychologist services to lower the psychologist-to-pupil ratio and provide support through site academic and behavior intervention plans.School Psychologists will serve on-site intervention committees,provide intervention support, and participate in grade-level PLCs. 1.6d The funding for five additional working days for Special Education Teaching Staff will be continued. The increased working days will allow time for progress reporting, providing Individualized Education Plan (IEP) information to teachers, creating schedules,and participating in professional development. 1.6e Continue to fund Special Education paraprofessional positions 1.6f A standard for developing, monitoring, implementing, and reviewing Individualized Education Plans (IEPs) will be established and implemented through consultation with High-Quality IEPs(HQIEPs) and the California Department of Education (CDE). Spending Items : 1.6A - RSP 1.6B - Speech 1.6C - Psychologists 1.6D - 5 increased float days for IEP needs	$1,658,740.00	No

Action #	Title	Description	Total Funds	Contributing
		1.6E - Increased Special Education Paraprofessional time 1.6F -IEP's Corresponding Metrics: Metric 8: NWEA Reading & Mathematics Student Group assessment data for the consistently Low- performing Student Groups: Student with Disabilities		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The objective of Goal 2 is to ensure a healthy, safe, supportive, and caring environment for students and staff. Actions include reducing suspension and absenteeism rates by 2% annually through targeted programs. Progress will be evaluated yearly using specific metrics to measure success and impact.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal was developed to enhance attendance tracking and intervention strategies, utilizing technology and support staff, and to reduce absenteeism, directly addressing Priority 5 (Pupil Engagement). These measures aim to increase pupil engagement by improving attendance rates and reducing chronic absenteeism, which is crucial for fostering academic success, better school connectedness, and a sense of safety. Additionally, to address Priority 6 (School Climate), the implementation of school resource officers, campus monitors, and increased counseling services was included to create a safer and more supportive school environment. These interventions aim to improve school culture and climate, resulting in higher student motivation, self-esteem, and academic success, thus promoting a positive sense of safety and connectedness among students, parents, and teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CALPADS reporting & California School Dashboard (Suspension and Expulsion rates)	Suspension All Students Declined 9.9% Suspension (orange) American Indian or Alaska Native Increased 17.8% (red) Hispanic Increased 8.5% (red)	Suspension All Students (orange-Declined) 8.4 % American Indian or Alaska Native 7.1% (yellow-Declined) Hispanic 7.1% (yellow-declined)	Suspension All Students (red-maintained) 8.5 % American Indian or Alaska Native 7.6% (orange-Increased) Hispanic 9.2% (red-increased)	Suspension All Students 3.9% American Indian or Alaska Native 11.8% Hispanic 2.5% Students with Disabilities 5.7%	Suspension All Students-decreased 1.4% from baseline American Indian or Alaska Native-Declined by 10.2% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities Increased 11.7% (red)	Students with Disabilities 9.3% (yellow-declined)	Students with Disabilities 9.5% (red- maintained)		Hispanic- Increased 0.7% from baseline Students with Disabilities Declined by 2.2% from baseline
2.2	P2 attendance reporting data & California School Dashboard (Chronic Absenteeism rate)	Chronic Absenteeism 30.5% Attendance rate by sites(P2): BSA 90.66% GOES 91.72% SLS 92.21% CVHS 90.74% MLHS 77.35% GEO 87.91%	Chronic Absenteeism 25.4% Attendance rate by sites(P2): BSA 91.4% GOES 93.1% SLS 94.08% CVHS 93.06% MLHS 78.69% GEO 86.11%	Chronic Absenteeism 24.2% Attendance rate by sites(P2): BSA % GOES % SLS % CVHS % MLHS % GEO %	Chronic absenteeism 24.5% Attendance rate by sites: BSA 95% GOES 95% SLS 95% CVHS 95% MLHS 85% GEO 93%	Chronic Absenteeism Declined by 6.3% from baseline P2 attendance shows increased attendance at all sites except GEO, which shows a slight drop decrease from baseline and previous year
2.3	Site and district surveys will be used to collect perceptual data from stakeholders regarding safety and school connectedness.	Survey 3.7/5	Survey 3.76/5	Survey 3.83/5	Increase annual perception data rating to 4/5 or higher.	Survey Increased by 0.13 from baseline.

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 implementation of Goal 2 focused on improving student engagement and school climate through targeted efforts to reduce chronic absenteeism and suspension rates. Overall, implementation of planned actions remained consistent, with continued investment in attendance systems, student supports, and behavior interventions.

Chronic absenteeism continued to decline, decreasing from 30.5% at baseline to 25.4% in Year 1 and further to 24.2% in Year 2. This sustained improvement reflects the effectiveness of enhanced attendance monitoring systems, targeted outreach to students and families, and increased support from attendance personnel and counseling staff.

Suspension rates for all students decreased from 9.9% at baseline to 8.5% in Year 2, indicating modest overall progress. Subgroup data reflects mixed results. Suspension rates for American Indian students improved significantly from 17.8% to 7.6%, demonstrating the impact of targeted supports. However, suspension rates increased for Hispanic students (8.5% to 9.2%) and slightly increased for Students with Disabilities (11.7% to 9.5%), indicating a continued need for focused behavioral supports for these student groups.

To address these needs, the district expanded its focus on proactive behavior support and staff capacity. Through the Continuous Improvement Monitoring (CIM) process, the district prioritized strengthening behavior systems and supports. This included whole-staff training in Responsibility Centered Discipline (RCD) to improve de-escalation strategies and classroom management practices, as well as targeted training for special education staff in Crisis Prevention Institute (CPI) strategies to better support students exhibiting aggressive behaviors.

Additional supports, including school resource officers, campus monitors, counseling services, and PBIS-aligned practices, continued to be implemented to improve school climate and student connectedness. Attendance initiatives, including the use of attendance monitoring tools and coordinated site-level interventions, remained a key component of this work.

Overall, implementation of Goal 2 actions is progressing as planned, with clear evidence of improvement in attendance outcomes and targeted progress in reducing suspensions for some student groups. At the same time, data indicates the need to continue refining behavior supports and ensuring consistent implementation of de-escalation strategies across all sites to achieve more equitable outcomes.

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.

1. **Maintenance of Funding**: The district is maintaining funding for several actions under Goal 2, such as qualified teachers (2.1A), technology tracking (2.1B), and paraprofessionals (2.1C). This indicates a stable financial plan without significant changes or reallocations for these areas.

2. **Contractual Arrangements**: For action 2.1F, the district contracts through SCOE, which means it is not an expense for the district anymore. This suggests a shift in how certain services are funded, potentially freeing up district funds for other uses.

3. **Behavior Support Funding**: There is a need to adjust funding for behavior support under action 2.1I. This indicates a planned reallocation or increase in funding to address this area, suggesting a response to emerging needs or priorities.

4. **Potential Overspending**: There is a mention of possibly spending more than budgeted for action 2.1L related to PBIS systems or programs. This suggests that while the district is on track overall, there might be specific areas where expenditures exceed initial plans.

5. **Training Costs**: The district incurred a cost of approximately $700 per site for PBIS training, which might be attributed to different budget areas. This reflects an additional expense that needs to be accounted for in the financial planning.

6. **Overall Budget Tracking**: The district is generally on track with its spending items, with only slight amendments anticipated. This suggests effective budget management, although there is an acknowledgment of potential overspending in some areas.

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

Action 2.1 – Suspension and School Climate Support- This action was partially effective.

Suspension rates decreased overall from 9.9% to 8.5%, with significant improvement for American Indian students (17.8% to 7.6%). However, rates increased for Hispanic students (8.5% to 9.2%) and slightly for Students with Disabilities (9.3% to 9.5% from Year 1). The district expanded behavior supports through CIM, including staff training in Responsibility Centered Discipline (RCD) and CPI for SPED staff. Continued focus is needed to ensure consistent impact across all student groups.

Action 2.2 – Chronic Absenteeism and Attendance Support (LRBG) This action was effective.
Chronic absenteeism decreased from 30.5% to 24.2%, reflecting sustained improvement. Attendance systems, targeted outreach, and increased support staff contributed to improved student engagement. The district will continue refining site-level practices to maintain progress.

Action 2.3 – School Climate and Perception Survey-This action was partially effective.
Survey data shows modest improvement in school climate. Ongoing investments in counseling, supervision, and behavior supports have contributed to a stable environment. Recent staff training in de-escalation and proactive practices is expected to strengthen outcomes over time.

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.

Adjusted action 2.1 to reflect shifts in grade bands following reconfiguration.

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	Increase attendance rates & decrease the number of student suspensions and truancy rates.	This action is a comprehensive strategy to reduce suspension and absenteeism rates in TK-12 through various interventions,including funding for qualified teachers, support staff, technology to enhance safety and attendance tracking, and programs aimed at promoting positive behavior and well-being among students. It also emphasizes the importance of specialized support for vulnerable student groups, professional development for staff, and the implementation of Positive Behavior Interventions and Supports across schools. Learning Recovery Block Grant funds that will be received in 2025-2026 will help support this action. 2.1a Maintain funding for qualified teachers for TK-4 REACH opportunity classes and paraprofessionals to assist in these classes. Partially fund CDS classes. Ensure accurate data collection and tracking progress through (2.1b) System Application Technology. 2.1c Maintain funding for paraprofessionals to assist with student supervision, behavioral plans, and promoting positive behavior interventions. 2.1d Contract School Resource Officers (SROs) or Probation Officers and employ campus monitors at each school site. Provide support for district nursing staff to assist Foster Youth, Low-Income,English Learner students, American Indian students, and Students with Disabilities. 2.1e Support a Special Education ERICS Class for students with severe behavioral concerns. 2.1f Continued use of content filtering to prevent students from having access to inappropriate internet content, reinforce safe internet use, and protect against cyber threats. 2.1g Implement Attention2Attendance (A2A) software for attendance intervention and parent communication. 2.1h Maintain or increase existing Site Counseling staff to collaborate on intervention strategies for attendance issues. 2.1i Develop and implement a district-wide plan to address student well-being and positive choices. Each school site will create a site-specific	$4,819,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation plan and continue to use a behavior support curriculum for all three tiers of behavior intervention. 2.1j Provide funding for Attendance Clerks at elementary, K-8 schools, and Central Valley High School. Offer professional development opportunities related to improving attendance. 2.1k Continue employing assistant principals focused on promoting a safe, caring, and supportive campus. 2.1l Implement Positive Behavior Interventions and Supports(PBIS) and restorative practices at all schools to support identified low-performing student groups, including Foster Youth, low-income, English Learner students, American Indian students, Hispanic students, and Students with Disabilities. Spending Items: 2.1A - Reach/CDS 2.1B - System Application Technician 2.1C - Paraprofessionals and transition behavior support for reconfiguration (LRBG) 2.1D - SRO's, Campus Monitors, District Nurse 2.1E - ERICS 2.1F - Content Filtering 2.1G - A2A 2.1H - Counseling Staff Intervention/Attendance Issues 2.1I - Behavior Support Curriculum (LRBG) 2.1J - Attendance Clerks 2.1K - Assistant Principals 2.1L - PBIS Corresponding Metrics: Metric 1: CALPADS reporting & California School Dashboard(Suspension and Expulsion rates) Metric 2: P2 attendance reporting data & California School Dashboard (Chronic Absenteeism rate)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The goal of increasing parental and community involvement in the educational process will be prioritized. Actions include regular community forums, detailed newsletters, outreach programs and the use of communication platforms.Success will be measured through attendance, subscription rates, participation levels, and surveys.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed to address State Priority 3 (Parental Involvement) and Priority 6 (School Climate). To enhance parental involvement, strategies were included to provide a calendar listing at least 10 opportunities for stakeholder involvement, each event tailored to meet the diverse needs of subgroups. Additionally, annual surveys will be distributed to collect comprehensive feedback on district goals and priorities. To address Priority 6 (School Climate), this goal aims to promote a positive school culture and climate by factoring in safety, respect for diversity, and comprehensive support systems. The implementation of these strategies is intended to foster increased parental partnership, improve student connectedness , and create a safer and more inclusive school environment, thus advancing both state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School sites will provide parents with a calendar of meetings and events for parental opportunities to participate. The calendar will include a minimum of 10opportunities for stakeholder involvement. Each calendar will include a minimum of 1 meeting or event	District and School sites offered +10 events to include stakeholder involvement Community Night: 30 attendees Survey completion: 484	District and School sites offered +10 events to include stakeholder involvement Community Night: 22 attendees Survey completion: 482	District and School sites offered +10 events to include stakeholder involvement Community Night: Did not host Survey completion: 390	Increase LCAP Survey completion by 10% annually Increase Community Night attendance by 10 attendees each year. Increase survey completion by 10%.	Community Night: Due to minimal attendance and frequent bond and reconfiguration collaborations, community night was cancelled. GUSD is exploring new ways to engage community including

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	targeting participation in programs for parents of unduplicated pupils and 1 meeting or event targeting participation for parents of individuals with exceptional needs.					Superintendent coffee and potentially partnering with another well attended community event. Survey completion has decreased since baseline by 94. In reviewing the three surveys (Staff, Parent/Community , and Students) it reveals that the difference is primarily in student surveys completed, likely due to time of year.
3.2	Use of communication platforms	Web page users measured annually July-July: (baseline metric to be established July 2024) Parent Communication App: Reach and Deliverability: 1,810 (72%) Parents with emails,1,809 (72%) Opted to receive emails 38 (2%) Parents with app ,	Web page users measured annually July-July: (Year 1 Outcome established July 2025-including midyear information) July 2023-July 2024 11,000 users Reach and Deliverability:	Web page users measured annually July-July: Reach and Deliverability: 78% Parents with emails, 77% Opted to receive emails 36% Parents with app 27% Receiving notifications	Web page use increased to 15K or more Parent Communication App Reach and Deliverability: Increase reach to 80% or more	Reach and deliverability have been maintained. 19% increase in parents with app (almost double), 13% increase in receiving notifications. Parents with phones and opted to receive texts has maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		31 (1%)Receiving notifications 2,520 (100%) Parents with phones, 714 (28%) Opted to receive texts	72% Parents with emails, 72% Opted to receive emails 17% Parents with app 14% Receiving notifications 100% Parents with phones, 99% Opted to receive texts	99% Parents with phones, 98% Opted to receive texts		

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 implementation of Goal 3 focused on strengthening stakeholder engagement, particularly among parents and community members, through improved communication strategies and increased opportunities for participation. Outcome data reflects both progress and areas requiring further attention.

Successes and Strategic Alignments:

Action 3.1 prioritized engagement through district committees, events, and digital platforms. A key achievement was the development and launch of a district-wide events calendar as part of the Parent/Guardian Participation Plan, providing clear opportunities for stakeholder involvement.
Survey engagement from parents decreased, and this may be due to the frequency of reminders at some sites. The number of student surveys completed dropped, likely due to the time of year it was available, which will be adjusted in upcoming years.

Digital communication platforms, especially ParentSquare, contributed to enhanced communication reach and effectiveness. Metric 3.2 data showed a:
19% increase in parents with app (almost double)
13% increase in receiving notifications.
Parents with phones who opted to receive texts have maintained

These figures reflect strong progress in communication deliverability and responsiveness.

Challenges: Cancelation of Community Night indicates a need to reassess outreach and participation strategies for in-person events. This suggests that while digital engagement is growing, traditional event-based engagement may require additional support or revised approaches.

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.

In an effort to better our communications and digital platforms, the district invested in a new website design and host. Increasing the cost for a one-time expense.

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

Action 3.1 was partially effective in strengthening communication and stakeholder engagement. The expansion of digital communication tools, particularly ParentSquare, significantly improved access and delivery of information, as evidenced by a 19% increase in parent app usage and a 13% increase in notification receipt. The development of a district-wide events calendar also provided greater clarity and consistency in opportunities for engagement.

However, ineffectiveness was noted in stakeholder participation outcomes. Parent and student survey completion rates declined, suggesting that communication alone did not translate into increased engagement. Contributing factors likely included survey timing and use of reminders. Additionally, the cancellation of Community Night highlights ongoing challenges in in-person participation, indicating that traditional engagement strategies are not yet meeting the needs or preferences of families.

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

Action 3.1 Communication and Participation of Stakeholders:
To improve effectiveness, the district will refine both communication and engagement strategies. Survey administration windows will be adjusted to avoid high-demand periods, and communication frequency will be adjusted.

For in-person engagement, the district will restructure events by incorporating them into existing high-attendance activities (e.g., school events, performances, or community events) rather than standalone events. Efforts will also include more targeted outreach to underrepresented groups to ensure inclusive participation.

Finally, the district will continue to leverage ParentSquare while expanding training and support for staff to ensure consistent, meaningful two-way communication that moves beyond information sharing to active engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communication and participation of stakeholders will increase through ongoing district organizations,committees, and platforms.	This action will enhance stakeholder communication and participation through district organizations, committees, and platforms. Actions such as monthly site council meetings, digital platforms for collaborative communication, and updating Parent/Guardian Participation Plans all work to this end. 3.1a Ensure site councils meet regularly with representation from each identified subgroup. 3.1b Implement improved digital platforms to facilitate collaborative communication between staff, students, and parents regarding academic progress, activities, and events. 3.1c Implement an updated Parent/Guardian Participation Plan at each site, establishing an events calendar to promote parent/guardian participation in programs for unduplicated pupils and students with exceptional needs. 3.1d Promote student, school, and District successes to enhance public relations and increase the school/District profile. Spending Items: 3.1B - Parent Square 3.1C - Parent/Guardian Participation 3.1D - Public Relations Corresponding Metrics: Metric 1: School sites will provide parents with a calendar of meetings and events for parental opportunities to participate. The calendar will include a minimum of 10 opportunities for stakeholder involvement. Each calendar will include a minimum of 1 meeting or event targeting participation in programs for parents of unduplicated pupils and 1 meeting or event targeting participation for parents of individuals with exceptional needs. Metric 2: Use of communication platforms	$23,655.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The goal is to ensure the workforce within the District is highly qualified and well-trained by having 100% of certificated staff meet credential requirements.Actions include verifying credentials, offering professional development, and complying with state regulations. Progress will be measured through quarterly audits, monitoring development participation, and evaluating classroom effectiveness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed with a focus on Priority 1 (Basic Conditions of Learning). Continuous professional development for HR staff was planned to ensure they stay updated on credentialing laws and best practices, enhancing equity and professional learning. Systematic enrollment of new teachers in induction programs was designed to ensure high-quality instruction and support, addressing resource alignment and curriculum. Recruiting and retaining well-trained staff was emphasized to support student progress, aligning with the importance of teachers and classified staff working together to provide a safe and thriving learning environment. These initiatives collectively aim to provide equitable access to qualified educators and a well-trained staff standard-aligned thereby ensuring that the learning environment meets state-defined conditions and supports academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CALPADS reporting, Vacancies, and PD attendance	100% of all teachers have been trained in the implementation of state board adopted academic content and performance standards, including how to support EL students in access to CCSS and ELD standards.	100% of all teachers have been trained in the implementation of state board adopted academic content and performance standards, including how to support EL students in access	Professional Development 100% aligned to LCAP Goals. Vacancies (Measured Sept 1, December 1, and March 1) Classified 39 FTE	Maintain 100% of all teachers have been trained in the implementation of state board-adopted academic content and performance standards, including how to support EL students in access	Teacher training compliance held steady at 100%, maintaining alignment with state standards and EL instructional support requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Vacancies (Measured Sept 1, December 1, and March 1) Classified 32.9 FTE Certificated 13.5 FTE Professional Development 100% aligned to LCAP Goals. Training for all staff: Percentage of total PD offered 2023-24: Classified: 35.5% Certificated 65.5%	to CCSS and ELD standards. Vacancies (Measured Sept 1, December 1, and March 1) Classified 28 openings. Certificated 8.0 FTE Certificated Positions (Teaching, Counseling, Admin, SDC, etc.) Total Available: 67 Total Filled: 56 Still Open: 11 Average Days to Fill: 23 days Average Days Open (for unfilled): 283 days Classified Positions (Paras, Transportation, Nutrition, Custodians, Clerks, etc.) Total Available: 107 Total Filled: 70 Still Open: 37	Certificated 10.0 FTE Certificated Positions (Teaching, Counseling, Admin, SDC, etc.) Total Available: 40 Total Filled: 29 Still Open: 11 Average Days to Fill: 28 days Average Days Open (for unfilled): 51 days Classified Positions (Paras, Transportation, Nutrition, Custodians, Clerks, etc.) Total Available: 122 Total Filled: 83 Still Open: 39 Average Days to Fill: 13 days Average Days Open (for unfilled): 69 days Training for all staff: Percentage of total PD offered	to CCSS and ELD standards. Reduce vacancies by 10% each year Maintain PD alignment to LCAP Goals	Certificated vacancies improved: Declined from 11 open positions to 10 open positions (1 position improvement). Classified vacancies increased: Increased from 37 open positions to 39 open positions (2 additional vacancies). PD participation became more balanced: Classified PD offerings increased from 35.5% to 49% (3.5% increase) Certificated PD offerings decreased slightly from 65.5% to 61%, but still constitute a majority

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Average Days to Fill: 22 days Average Days Open (for unfilled): 221 days Professional Development 100% aligned to LCAP Goals. Training for all staff: Percentage of total PD offered 24-25: Classified: 49% Certificated 61 %	25-26: Classified: 45% Certificated 53 %		
4.2	Evaluations at the end of the program.	100% of all teachers new to the teaching profession participate in the Tehama County Office of Education Teacher Induction Program (T-TIP).	100% of all teachers new to the teaching profession participate in the Tehama County Office of Education Teacher Induction Program (T-TIP).	100% of all teachers new to the teaching profession participate in the Tehama County Office of Education Teacher Induction Program (T-TIP).	100% of all teachers new to the teaching profession successfully complete Tehama County Office of Education Teacher Induction Program (T-TIP).	Maintaining 100% teacher training compliance

Goal Analysis [2025-26]

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

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

Goal 4 implementation demonstrated continued progress in building and supporting a highly qualified workforce through both strategic recruitment efforts and significant investments in staff development. During Year 2, the district refined its recruitment metrics to more accurately track vacancies, hiring timelines, and unfilled positions, providing clearer insight into workforce needs. Current data shows

certificated vacancies improved from 11 open positions to 10 open positions, while classified vacancies increased from 37 to 39 open positions, highlighting continued challenges in filling paraprofessional, transportation, custodial, nutrition, and clerical positions.

A major strength of Goal 4 was the district's continued investment in professional learning as a retention and capacity-building strategy. Staff across the district participated in targeted training aligned to district priorities, including Crisis Prevention Institute behavior support training, Responsibility-Centered Discipline implementation, districtwide mathematics professional learning aligned to the California Department of Education math framework, and Science of Reading intervention training for Para I staff to strengthen early literacy support. These investments expanded staff skillsets, improved consistency of instructional and behavioral supports, and reinforced the district's commitment to developing internal talent.

Action 4.2 also remained fully implemented through participation in the Teacher Induction Program (T-TIP), ensuring new certificated staff received mentoring, coaching, and credential support. Overall, Goal 4 actions were partially effective. The district made progress in reducing certificated vacancies and strengthening staff capacity through high-quality professional learning. However, classified recruitment remains an area of need, and targeted hiring strategies for hard-to-fill positions will remain a priority moving forward.

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.

In an effort to ease the on-boarding process for new employees, the HR department has implemented document e-signing as part of it's process. The renewal for this product was previously paid through ESSER funds and now an LCAP expense.

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

The District made continued progress toward ensuring a highly qualified, well-trained workforce through credential monitoring, strategic professional development, and onboarding support for new staff. The District maintained 100% compliance in ensuring certificated staff held appropriate credentials and continued to provide professional learning aligned to district priorities and state standards. In addition to new teacher support through the Teacher Induction Program (T-TIP), staff across the district participated in professional learning tied directly to student and organizational needs, including Responsibility-Centered Discipline, Crisis Prevention Institute behavior support training, mathematics instructional practices aligned to the California Department of Education math framework, and Science of Reading intervention training for Para I staff. These efforts strengthened staff capacity, consistency of practice, and employee support across both certificated and classified groups.

Recruitment data show mixed results. Certificated vacancies improved from 11 open positions to 10 open positions, indicating modest progress in filling instructional and student support roles. Classified vacancies increased from 37 to 39 open positions, reflecting continued recruitment challenges in paraprofessional, transportation, custodial, nutrition, and clerical positions. The District also refined its vacancy metric this year, shifting classified tracking from FTE to actual open positions to provide clearer, more actionable staffing data.

Hiring process data suggest that once qualified candidates enter the recruitment pipeline, positions are generally filled efficiently. However, long-term vacancies in several hard-to-fill positions continue to impact full implementation of staffing goals.

Overall, the District's actions were partially effective. Investments in staff training, induction, and compliance systems remain strong and support retention and instructional quality. At the same time, persistent classified vacancies indicate the need for continued focus on targeted recruitment, applicant pipelines, and retention strategies for high-need positions.

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.

No changes are recommended to Goal 4 or its core actions, as the focus on recruiting, retaining, and developing highly qualified staff remains appropriate. However, the District refined one recruitment metric this year to improve accuracy and usability. Previously, classified vacancies were tracked using FTE, which did not always clearly reflect the number of actual open positions. Beginning this year, classified vacancies will be reported as open positions rather than FTE, aligning the metric more closely with day-to-day hiring practices and providing clearer data for staffing analysis and decision-making.

In addition, the District will continue using vacancy, time-to-fill, and days-open metrics to better monitor recruitment effectiveness and identify hard-to-fill positions. This refinement improves the District's ability to evaluate HR processes, target recruitment efforts, and respond more strategically to ongoing staffing needs.

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	Cultivate a team of exceptional educators and support staff.	The action emphasizes the importance of staying current on changes and best practices through professional development opportunities. The district will support staff members in developing necessary skills, knowledge, and resources to excel in their roles and support student success. 4.1a Human Resource Department will continue to participate in professional development opportunities to stay current on changes in law and best practices to ensure a highly qualified staff is maintained. 4.1b Develop targeted recruitment strategies to attract diverse and highly qualified candidates who embody the District's values and mission. 4.1c Provide comprehensive training and professional development programs to empower staff members with the skills, knowledge, and resources necessary to excel in their roles and support student success. Spending Items : 4.1A - HR PD 4.1B - HR Advertising	$18,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4.1C - Site Discretionary PD Corresponding Metrics: Metric 1: CALPADS reporting, Vacancies, and PD attendance		
4.2	New Teacher Training	Enrolling new teachers in the Teacher Induction Program (T-TIP)offered through Tehama County Office of Education and the Gateway Teacher Induction Program (G-TIP). Spending Items: 4.2 - New Teacher Induction Corresponding Metrics: Metric 2: Evaluations at the end of the program.	$77,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Goal 5 aims to improve the appearance, functionality, and safety of the District's facilities to enhance student learning. Actions include regular maintenance, infrastructure upgrades, and safety enhancements. Progress will be monitored quarterly and measured through inspections, feedback, and annual reviews to ensure all sites maintain a "Good" status on the SARC.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed to ensure continual implementation of the 10-year facilities plan while conducting regular site inspections and maintenance activities to keep facilities in good repair. Priority 1 (Basic Conditions of Learning) is addressed by implementing the long-term facilities plan to ensure educational spaces are well-maintained and conducive to learning. Regular inspections and maintenance activities were incorporated to ensure facilities met high standards of safety and usability. Additionally, ensuring technological tools are adequately provided and utilized supports student learning by integrating modern resources into the curriculum. This comprehensive approach was developed to align with the state priority of maintaining basic learning conditions by providing safe, up-to-date, and well-equipped educational environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	SARC reports, insurance inspections, 10 year maintenance plan.	SARC Reports: 100% of school sites "Good Repair" LCAP Surveys: Facilities 3.5/5	SARC Reports: 100% of school sites "Good Repair" LCAP Surveys: Facilities 3.2/5	SARC Reports: 100% of school sites "Good Repair" or higher. LCAP Surveys: Facilities 3.5/5	SARC Reports: Maintain 100% of school sites"Good Repair" Raise ranking to 4/5 or higher	SARC Maintained LCAP Surveys: Facilities slight increase .2, returning to baseline.
5.2	District Technology Committee Self- Review using an annual survey to stakeholders (staff,students, & parents/guardians)	LCAP Surveys: Technology 3.8/5	LCAP Surveys: Technology 3.8/5	LCAP Surveys: Technology 3.9/5	Raise ranking to 4/5 or higher	LCAP Surveys: Technology rating increased

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.

Implementation of Goal 5 has proceeded largely as planned, with key actions carried out to support regular maintenance, deferred maintenance projects, and infrastructure upgrades to ensure safe and functional school environments. The District has continued to invest in the upkeep and safety of facilities through scheduled maintenance and strategic use of deferred maintenance funds. Planned actions such as site inspections, repairs, and infrastructure upkeep were carried out in alignment with the 10-Year Facilities Maintenance Plan and informed by SARC reports and insurance inspection findings. A key challenge emerged through stakeholder feedback: LCAP survey results reflected a decline in perceived facility quality. While the average ranking of the stakeholder groups surveyed returned to 3.5 on a 5-point scale, there was a noticable decline in staff rankings. In response, the passage of the Measure J Bond represents a significant step forward, enabling the District to address larger-scale renovation needs that could not be fully met through routine maintenance funding alone. The District has made steady progress in implementing Action 5.2, which focuses on investing in Information Technology to ensure secure, modern, and equitable access to educational tools and infrastructure. This action includes maintaining IT systems, supporting staff through professional development, and soliciting stakeholder feedback through an annual review process. The action was implemented largely as planned. Technology technicians received ongoing professional development to support system reliability, cybersecurity, and instructional technology integration. A key success was the stability of technology services district-wide, reflected in the consistent survey rating. Ongoing professional development for technology staff contributed to strong system performance and responsiveness to site needs. Aging student devices were upgraded for the 2025-26 school year, addressing this concern and demonstrating responsiveness to stakeholder input.

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.

There were no substantive deviations from the planned actions in this area. Spending was appropriately allocated toward priority maintenance and compliance-based repairs as identified in annual inspections and the long-term maintenance schedule.

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

Implementation of Action 5.1 has been effective in maintaining baseline standards and ensuring compliance with inspection protocols. Looking ahead, the District is well-positioned to move from maintenance to modernization, leveraging bond resources to address stakeholder-identified needs and elevate the overall learning environment.
Action 5.2 was implemented with fidelity and effectively supported the District’s technology systems and learning environments. Ongoing technician training and stakeholder feedback mechanisms were strengths of the implementation. The planned device replacement further strengthened the District’s ability to meet the technology needs of all learners.

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.

No substantive changes will be made to Goal 5 or its associated actions, as the goal remains aligned to district priorities of maintaining safe, modern learning environments and reliable technology access for students and staff. Facilities improvements and technology infrastructure upgrades will continue as planned.

However, within Action 5.2, the district's technology focus will evolve based on implementation data and emerging instructional needs. With student device access now stabilized, the district will shift from primarily updating student devices toward evaluating the effective instructional use of technology. This will include gathering input from staff, students, and families regarding appropriate screen time, digital balance, and the purposeful integration of technology within classroom instruction. Findings will be used to guide future professional learning, instructional expectations, and communication with families regarding healthy and effective technology use.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Provide an environment that promotes student learning.	5.1 Continue with the development and implementation of the 10-year facilities plan. Employ maintenance, grounds, and custodial staff and purchase supplies to maintain and repair facilities.Perform monthly site inspections. Maintain facilities to meet the educational needs of all students. Ensure all facilities are in good repair, with inspection results reported in School Accountability Report Cards (SARCs). Spending Items: 5.1 - Maintenance/Operations - Deferred Maintenance Corresponding Metrics: Metric 1: SARC reports, insurance inspections, 10 year maintenance plan.	$3,540,502.00	No
5.2	Provide a highly secure technology infrastructure and thorough security processes to take	The district believes investment in Information Technology is vital for creating a secure educational environment that leverages technological advancements. Equipping technology technicians with ongoing professional development sustains our infrastructure and enhances student outcomes.	$206,112.00	Yes

Action #	Title	Description	Total Funds	Contributing
	advantage of the power of technology to improve learning outcomes for all students.	SARC reports, insurance inspections, 10 year maintenance plan. Corresponding Metrics: Metric 2: District Technology Committee Self- Review using an annual survey to stakeholders (staff, students, & parents/guardians)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	The focus is to increase proficiency and improve school climate at four equity multiplier sites within the District: Buckeye School of the Arts, Gateway Educational Options, Mountain Lakes High School, and Community Day School. This involves targeted instructional strategies, professional development, and enhanced support services to address all student needs, especially the lowest performers.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed by the District to address multiple state priorities through a comprehensive and data-driven approach. Priority 4 (Pupil Achievement) necessitated continuous professional development in instructional strategies, assessment use, and technology integration to enhance learning. This was developed based on data indicating a need for improvement in standardized test performance and college readiness among students. Priority 5 (Pupil Engagement) required enhancements to attendance tracking and intervention strategies, including the use of technology and support staff to reduce absenteeism. This goal was prioritized following data that showed high rates of chronic absenteeism and dropout, which directly impact student engagement and success. Finally, Priority 6 (School Climate) involved the implementation of measures such as the employment of school resource officers, campus monitors, and increased counseling services to create a safer and more supportive school environment. This was justified by surveys and local measures indicating a need for an improved sense of safety and school connectedness. Development of this goal was further informed by feedback from educators and community partners, ensuring a collaborative and well-rounded approach to meeting these state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP Scores by School Site	BSA CAASPP: ELA 27.49% Math 16.49% GEO CAASPP: ELA 35.29% Math 6.46% MLHS CAASPP: ELA 4.17% Math 4.17%	BSA CAASPP: ELA 26.9% Math 18.71% GEO CAASPP: ELA 32.56% Math 13.64%		BSA CAASPP: ELA 42.49% Math 31.49% GEO CAASPP: ELA 50.29% Math 21.46%	Buckeye School of the Arts (BSA) ELA: 0.59 percentage points decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			MLHS CAASPP: ELA 13.33% Math 0.00%		MLHS CAASPP: ELA 19.17% Math 19.17%	Minor decline in ELA proficiency; needs monitoring for potential curriculum or instructional support gaps Math: 2.22 percentage points increase Modest improvement in math performance, suggesting some gains from intervention strategies or instructional shifts Gateway Educational Options (GEO) ELA: 2.73 percentage points decrease Slight decline in ELA; may require reviewing consistency of implementation across alt-ed instructional models

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Math: 7.18 percentage points increase Significant growth in math proficiency—indicates progress and a potential area of strength to build upon Mountain Lakes High School (MLHS) ELA: 9.16 percentage points increae Substantial improvement in ELA proficiency; reflects progress likely tied to targeted academic supports Math: 4.17 percentage points decrease Drop from an already low baseline to 0% proficiency; highlights a critical

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						need for focused math intervention
6.2	NWEA Projected Proficiency	BSA K-6 NWEA Proficiency ELA 26% Math 32% BSA 7-8 NWEA Proficiency ELA 14% Math 18% GEO NWEA Proficiency ELA 51.3% Math 9.7% CDS NWEA Proficiency ELA 0.0% Math 0.0% MLHS NWEA Proficiency ELA 34.8% Math 8.7%	BSA K-6 NWEA Projected Proficiency ELA 36.1% Math 23.9 % BSA 7-8 NWEA Projected Proficiency ELA 29.4% Math 13.4 % GEO NWEA Proficiency ELA 53.8% Math 18.5% CDS NWEA Proficiency ELA 0.0% Math 0.0% MLHS NWEA Proficiency ELA 42.3% Math 16.7%		BSA K-6 NWEA Proficiency ELA 41% Math 47% BSA 7-8 NWEA Proficiency ELA 29% Math 33% GEO NWEA Proficiency ELA 57.4% Math 20% CDS NWEA Proficiency ELA 15% Math 15% MLHS NWEA Proficiency 51% ELA Math 19%	BSA K–6 ELA: ? 10.1 percentage points – Significant growth Math: ? 8.1 percentage points – Decline, may require closer examination of instructional shifts BSA 7–8 ELA: ? 15.4 percentage points – Major improvement, suggests effective interventions Math: ? 4.6 percentage points – Decline, flag for instructional support GEO ELA: ? 2.5 percentage points – Continued strong performance with slight growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Math: ? 8.8 percentage points – Strong improvement, likely linked to targeted math support MLHS ELA: ? 7.5 percentage points – Noticeable progress in literacy proficiency Math: ? 8.0 percentage points – Strong improvement from a low baseline CDS ELA: No change – remains at 0% Math: No change – remains at 0% Indicates persistent challenges; likely need for highly individualized and intensive support
6.3	Attendance Rates	BSA 90.66% MLHS 77.35% GEO 87.91%	BSA 91.4% MLHS 78.69% GEO 86.11%		BSA 95% MLHS 85% GEO 93%	BSA (Buckeye School of the Arts)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						0.74 percentage points increase Slight improvement; indicates consistent daily attendance and stable engagement MLHS (Mountain Lakes High School) 1.34 percentage points increae Encouraging growth for a site with historically low attendance; reflects impact of targeted supports GEO (Gateway Educational Options) 1.80 percentage points decrease Slight decline; may require review of re-engagement strategies or student-specific attendance interventions
6.4	Suspension Rates	CDS 56%	CDS 56%		CDS 50%	CDS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MLHS 21.9% GEO 0.0% BSA 9.8%	MLHS 20.6% GEO 0.0% BSA 7.6%		MLHS 15.9% GEO 0.0% BSA 5%	No change – Remains at 56% Continues to reflect high levels of behavioral need and points to a critical need for expanded Tier 3 supports, restorative practices, and staff training MLHS 1.3 percentage points decrease Slight reduction; indicates early progress with behavior supports but still a relatively high rate that requires sustained focus GEO No change – Maintains 0.0% Positive sign of continued success in preventative practices and supportive campus climate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						BSA 2.2 percentage points decrease Decrease from 9.8% to 7.6%; reflects positive impact of behavior interventions and expanded supervision

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.

Implementation of Goal 6 proceeded largely as planned across all four Equity Multiplier (EM) sites: Buckeye School of the Arts (BSA), Gateway Educational Options (GEO), Mountain Lakes High School (MLHS), and Community Day School (CDS). The District took targeted action to support both academic proficiency and school climate by expanding staff, instructional resources, and behavioral supports aligned to the unique needs of these sites. Additional academic intervention support staff were hired across sites, though staffing shortages and midyear transitions limited full implementation. Supplemental reading and math curriculum materials were procured and deployed, particularly targeting Tier 1–3 gaps in foundational skills. These resources were used alongside newly structured intervention blocks and push-in support models. Professional development focused on academic intervention was provided. Paraprofessional staffing was expanded to support supervision and positive behavior interventions.

Behavior support curriculum and restorative practices were introduced; BSA,CDS, and MLHS continue to address high student behavioral needs. Professional development in trauma-informed practices, MTSS behavior interventions, and de-escalation strategies was provided. Successes included improved attendance at BSA and MLHS, the expansion of Tiered intervention plans, and the use of common NWEA data to guide academic interventions.

Challenges included difficulties filling and retaining behavior support and intervention positions.

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.

Our LCFF Equity Multiplier program is still in the beginning stages. We have new Administrators as all of our EQ sites and with that, come new ideas. Those ideas were beginning to become reality at the end of 2024-25 and will continue in the out years. All sites previously eligible for EQ funds are eligible again in 2024-25. While we have not budgeted all EQ funds, we will increase the budget as programs and positions are filled.

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

The actions under Goal 6 have been partially effective, showing measurable improvement in several areas while also highlighting persistent gaps, particularly for the District's most vulnerable students.

Academic Proficiency Gains:

BSA showed modest CAASPP growth in math (from 16.49% to 18.71%) and maintained ELA levels (27.49% to 26.9%). More substantial gains were observed on NWEA projected proficiency: K–6 ELA increased from 26% to 36.1%, and 7–8 ELA increased from 14% to 29.4%.

GEO's math CAASPP scores doubled (6.46% to 13.64%), and NWEA math proficiency also improved from 9.7% to 18.5%. These increases suggest the academic interventions and curriculum supports are gaining traction.

MLHS saw the most dramatic increase in ELA CAASPP (from 4.17% to 13.33%) and NWEA ELA (34.8% to 42.3%), while math remained low, highlighting the need for targeted support.

CDS maintained 0% proficiency on NWEA, reflecting the high needs and significant barriers this population faces, and signaling the need for intensified, individualized supports.

School Climate and Attendance:

Attendance improved at BSA (from 90.66% to 91.4%) and MLHS (77.35% to 78.69%), indicating the positive impact of increased staff presence and student engagement efforts.

Suspension rates declined at BSA (from 9.8% to 7.6%) and MLHS (from 21.9% to 20.6%), showing early signs of success from expanded behavior supports and PD. GEO maintained a 0% suspension rate.

CDS' suspension rate remained high at 56%, indicating a continued need for intensive Tier 3 behavioral supports and more consistent implementation of restorative practices.
The actions implemented under Goal 6 have had moderate effectiveness in improving academic outcomes and school climate at Equity Multiplier sites. Sites with more stable staffing (e.g., BSA, GEO) demonstrated stronger gains, while schools with complex behavioral and attendance challenges (e.g., MLHS, CDS) will require deeper, more sustained intervention. Continued investment in behavior support personnel, expanded academic interventions, and differentiated professional development will be essential to sustain progress into Year 2.

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.

No changes are planned to the goal, metrics, target outcomes, or actions for the coming year. Based on reflection and Year 1 implementation data, the District believes the current strategies remain relevant and aligned to the needs of students at Equity Multiplier sites. GUSD will continue to strengthen implementation by identifying and applying research-based practices and structures, while also maintaining funding for support staff to ensure academic, behavioral, and social-emotional needs are met. Continued focus will be placed on improving consistency of intervention delivery, increasing staff capacity, and scaling what has been effective across sites.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Increase number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.	Provide funds for additional academic intervention support staff to enhance student proficiency in English Language Arts, Mathematics, and Science. Provide reading and math curriculum supplemental materials to address Tier 1-Tier 3 skill gaps. Provide resources to GEO and MLHS to improve graduation rates. Expand Science, Technology, Engineering, Art, and Math (STEAM) and career technical education pathways at Equity Multiplier (EM) sites. Expand each site's continued implementation of an academic intervention plan with an emphasis on professional development for all staff at EM sites. Spending Items: 6.1A - Support Staff 6.1B - Curriculum Supplemental Materials 6.1C - STEAM & CTE Expansion 6.1D - Academic Intervention Corresponding Metrics: Metric 1: CAASPP Scores by School Site Metric 2: NWEA Projected Proficiency	$495,178.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Increase attendance rates and decrease the numbers of student suspensions	Goal Title: Increasing Proficiency and Improving School Climate at Equity Multiplier Sites Expand funding for paraprofessionals to assist with student supervision, behavioral plans, and promoting positive behavior interventions. Expand behavior support curriculum for all three tiers of behavior intervention specific to the unique needs at EM sites. Expand behavior interventions,restorative practice supports, and training specific to EM site needs. Provide behavior support personnel. Spending Items: 6.2A - Staff Support - Behavior 6.2B - Behavior Interventions 6.2C - PD 6.2D - Behavior Supports Corresponding Metrics: Metric 3: Attendance Rates Metric 4: Suspension Rates	$199,948.00	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
$7,063,379	$782,562

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
28.967%	0.000%	$0.00	28.967%

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
1.1	**Action:** Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science. **Need:** The school community has pinpointed specific areas of improvement necessary amongst Students with Disabilities, Native American students, and Hispanic students. The primary	Explanation: The goal of increasing proficiency in English Language Arts, Mathematics, and Science among students necessitates an LEA-wide approach for effective execution. This far-reaching scope is judicious based on the need to provide professional development for teachers on innovative instructional strategies and the integration of one-to-one technology in teaching. Securing this wide range also facilitates the	Corresponding Metrics: Metric 5: Number of staff receiving PLC, RTi,and Instructional Review data collection professional development. Metric 1: CAASPP Dashboard Indicators ELA, Math,

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
	requirements focus on amplifying proficiency in English Language Arts,Mathematics, and Science. The unique circumstances of these student subsets -encompassing probable language impediments,cultural variances, and learning disabilities - call for specialized actions to effectively address these needs. Assessment: An action item entitled "Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics, & Science" is developed to tackle these needs. This plan embodies professional development for teachers regarding pragmatic instructional and RTI strategies, student assessment techniques, and utilization of one-to-one technology. The plan extends to maintenance of one-to-one tech devices for every student and educator, along with the allocation of funds for an intervention teacher. Furthering the reach, the plan comprises the acquisition of resources for STEAM activities at K-8 levels, support towards instructional coaching roles,and purchase of the NWEA reading assessment tool.Additionally, it outlines the implementation of an academic and behavioral intervention strategy,financing of Library Support Staff roles, supplemental instructional paraprofessional aid, and the revamp of the existing curriculum. The metrics embedded in this action plan include the increment in students achieving proficiency in English Language Arts,Mathematics, & Science, the count of professional development days and one-to-one tech devices secured, and the tally	procurement of necessary technological devices for all learners and the execution of a well-thought-out intervention plan. Moreover, the expansion of STEAM activities, instructional coaching roles, and district-wide curriculum revision are additional elements that form part of this comprehensive scope. Rationale: The rationale for this extensive reach is founded on the aim to boost proficiency levels in English language arts and mathematics throughout the system while augmenting intervention methodologies for tailored instruction. Ensuring complete inclusivity of student groups, particularly Students with Disabilities, Native Americans, and Hispanics, is essential. These groups necessitate focused attention due to challenges such as language barriers, cultural differences, and unique learning needs. By extending the scope to encompass LEA-wide range, tailored actions to meet the unique needs of these diverse student groups can be implemented effectively. Therefore, the LEA-wide scale is vital in ensuring that inclusive and strategic interventions are delivered district-wide.	Science; curriculum audit and Williams Act Metric 4: NWEA Reading, Math, Science Assessment tool

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
	of students gaining from the intervention teacher. **Scope:** LEA-wide		
1.2	**Action:** Increase the number of student graduates college and career ready. **Need:** The school community identified certain needs that led to the creation of a critical action plan titled"Increase the number of student graduates college and career ready." These needs were especially noticeable among the student groups of English Learners, Foster Youth, Low Income, Special Ed, and Native American students. These segments often encounter unique hurdles which prevent their scholastic progression and readiness for college or professional paths. Assessment: The proposed action item directly addresses these needs in multiple ways. The promotion of a culture of college-ready and career-ready mindsets opens up opportunities for these students to visit colleges, technical institutions, and private corporations,thereby shedding light on possible future directions and the relevance of their present education. Within the High School Master Schedule, the inclusion of Advanced Placement (AP) and Dual Enrollment subjects provides these students with a rigorous academic encounter,	Explanation: The breadth of the action encompassing a district-wide impact is rooted in being an ambitious effort to better equip each student with the readiness for success post-graduation, whether in their career endeavors or further educational pursuits. The specific target is to improve the entire educational program that the Local Education Agency (LEA) offers. To address the diverse needs for student readiness, our initiatives cover essential domains such as promoting a culture of college and career preparation, offering advanced and dual enrollment courses, and focusing on increasing graduation rates. Students who fall behind in credits are at risk of not graduating, which is a direct measure of learning recovery. LRBG funds will be used to (a) expand summer school offerings focused on credit recovery, and (b) purchase software that provides individualized, standards-aligned coursework for students needing to make up credits. Rationale: The LEA-wide scope is encompassing due to the diverse student communities that exist within the LEA. Catering to the distinct needs of these student profiles, such as those of English Learners, Foster Youth, Low Income,Special Education, and Native American students, necessitates a unified and comprehensive	Corresponding Metrics: Metric 2: College/Career Dashboard Indicator- (Prepared, Approaching Prepared, Not Prepared Bands) and supporting CTE, A-G, College Course completion rates Metric 3: Dashboard Indicator: Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	thus readying them for higher education or job market challenges. A significant component of the action plan is increasing graduation rates across the board, crucially for these student demographics who might be more susceptible to dropping out. Promoting avenues for credit recovery,such as through summer school credit recovery and credit recovery software, can assist students who may have fallen back in their course performance to catch up and maintain graduation trajectory(LRBG). Importantly, the initiative affirms the continued access to a wide array of studies including language, CTE,and arts. This expansive curriculum assists students in identifying their passions and talents, potentially directing them to a fitting college or professional path.This plan, comprehensive in nature, is designed to cater for every student, irrespective of their backgrounds or circumstances, ingraining in them the opportunity to graduate, college ready or career equipped. This initiative is a reflection of the school district's dedication to ensuring all students,irrespective of their circumstances, can realize their full potential. **Scope:** LEA-wide	approach. A TK-12 scope guarantees equal access and opportunity, thereby fostering quality decision-making skills. Moreover, it significantly boosts student engagement and motivation which subsequently reflects in improved graduation rates. All initiatives undertaken are tailored to overcome the unique challenges met by these various student demographics,thereby ensuring they are armed with the requisite skills for a successful future.	
1.4	**Action:** Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	Explanation: The scope of implementing the Professional Learning Community (PLC) process is designed to encompass the entire Local Education Agency (LEA). This broad range is integral given the district-wide benefits that the PLC process promises. It is strategically designed to improve	Corresponding Metrics: Metric 5: Number of staff receiving PLC, RTi, and Instructional Review data collection professional development.

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: Needs: The school community identified several needs that guided the formation of the strategy, "Teachers and administration will participate in collaborative decision making, implement best instructional practices, and cultivate collegial support through the Professional Learning Community (PLC) process". The primary focus centered on amplifying instructional techniques and augmenting collegial support. This necessity became especially important for regular students and students with disabilities. Assessment: The PLC process, enabled through scheduled teamwork periods, allowances for District PLC team leaders, and provisions for both vertical and horizontal alignment of significant standards, resources, and formative assessments, was employed. The action also extends to offering PLC professional development to additional staff members and maintaining training for the PLC process and PLC leadership. This extended approach ensures the dividends of the PLC process are not confined to current staff, but also benefit future members. Although the action hasn't incorporated specific statistics or metrics, its triumph can be gauged through enhanced teaching techniques and improved collegial relationships within the school community. **Scope:**	instructional practices and foster a supportive and collegial atmosphere among educators throughout the LEA. The outcome of this widespread action is anticipated to positively influence teaching methods across schools and create enhanced collegial relationships, boosting the overall quality of education and student performance. Rationale: The decision to apply this initiative across the LEA is founded on the aim to ensure that all teachers and administrators benefit from the PLC process, irrespective of their specific school within the district. This collective involvement is expected to drive an upturn in English Language Arts (ELA), Science and Mathematics test scores, thereby addressing the needs of various student groups. Furthermore, the PLC process will induce the incorporation of research-backed teaching practices, substantiating the proposition for a district-wide implementation. These multifaceted benefits justify extending the scope of the action to be LEA-wide, paving the way for a more united and skillful community of educators and targeted support for students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Increase attendance rates & decrease the number of student suspensions and truancy rates. **Need:** Needs: The school community has identified several needs which have catalyzed the development of the action plan "Increase attendance rates & decrease the number of student suspensions and truancy rates." These needs include the requirement for qualified teachers and paraprofessionals, particularly in TK-4 REACH opportunity classes. Data tracking accuracy is a concern, as it is paramount for monitoring progress and identifying improvement areas. There is escalated demand for a School Resource Officer or Probation Officer to ensure a secure, caring, and supportive campus environment at each school site. Specific attention must be given to students with severe behavioral issues through a Special Education ERICS Class. Implementing content filtering measures for 1:1 technology is essential to assure safe student use and protection against malware. An attendance intervention program such as Attention2Attendance (A2A) software is an identified requirement. Additional counseling staff is needed to collaborate on intervention strategies and develop and implement needed systems of support to prevent chronic absenteeism, reduce behaviors, and increase	Explanation: The overarching scope of the action plan, titled "Increase Attendance Rates & Decrease the Number of Student Suspensions ", is to cater to all student groups within the designated Local Education Agency (LEA) district. This LEA-wide implementation focuses on all students with special attention to groups with very high suspension rates including Students with disabilities, American Indian and Hispanic. Adopting this broad approach ensures comprehensive coverage of the school district and serves as an all-encompassing strategy to combat issues of poor attendance and high suspension rates. This particular breadth of the action plan is designed in alignment with the district's strategic plan, and continues the initiatives set forth within the previous Local Control and Accountability Plan (LCAP). The Learning Recovery Block Grant allows expenditures that support pupil engagement and learning acceleration. As part of a multi-tiered system of support (MTSS), the district will implement positive attendance interventions that include recognition and incentive systems. Evidence from the Attendance Works initiative and studies on school climate demonstrates that positive reinforcement strategies are effective in motivating students to attend school consistently when paired with strong relationships and family engagement. Chronic absenteeism is a critical barrier to student achievement and long-term success. Research consistently shows that students who are chronically absent are less likely to read	Corresponding Metrics: Metric 1: CALPADS reporting & California School Dashboard (Suspension and Expulsion rates) Metric 2: P2 attendance reporting data & California School Dashboard (Chronic Absenteeism rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic proficiency. It is also essential to conceptualize a district-wide plan addressing student well-being and positive choices. Schools need Attendance Clerks and associated professional development opportunities centered around attendance improvement. Assistant principals are necessary to advocate for a safe and supportive campus. Lastly, there is a pressing need for the among all student groups, with additional support for American Indian, EL, and Students with Disabilities. As Shasta Lake Middle School transitions from a TK–8 campus to a 5–8 middle school, and in response to stakeholder input, the District identified a temporary six-month need for additional academic and behavioral support to ensure unduplicated pupils successfully adjust to increased academic expectations, new routines, and social-emotional demands during this significant school restructuring (LRBG). Assessment: Concerted actions are being taken to appropriately meet these identified needs. These include maintaining funding for seasoned teachers and paraprofessionals, upholding accurate data tracking, and contracting a School Resource Officer or Probation Officer. Special Education ERICS Class will be backed with adequate support. Further action includes continued use of content filtering for 1:1 technology. A2A software will be deployed as part of an attendance intervention strategy. Reduce chronic absenteeism rates across all student	proficiently by third grade, graduate high school, and persist in postsecondary education. Addressing attendance is therefore an essential component of learning recovery. Rationale: The breadth of the scope in the aforementioned action plan, which encompasses the entirety of the LEA, comes from a carefully considered strategic decision. By striving to improve district-wide attendance while reducing suspension rates, the LEA is adopting a consistent approach to tackle common problem areas, thus fostering a safer and more conducive learning environment. The decision to include all students, in addition to specific groups, allows for a thorough and balanced emphasis on the issues at hand. Moreover, this aligned with the strategic plan of the district, demonstrating a commitment to continuous improvement from previously implemented LCAP guidelines. The universal application of planned actions— which consist of ensuring accurate data monitoring, keeping diligent student supervision, and providing necessary support —significantly contributes to achieving the desired outcomes.	

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
	groups by strengthening systems of support, family engagement, and positive attendance interventions. A student behavior plan will be developed and implemented district-wide, with site-specific implementation plans. Funds will provision Attendance Clerks and related professional development opportunities. Assistant principals will be appointed to foster a safe and supportive campus. Behavior plans will be rolled out across all schools to lift performance among identified low-performing student groups. Campuses will improve student engagement, self-management, and positive behavior through structured curriculum tools that strengthen school climate and reduce behavior incidents (LRBG). **Scope:** LEA-wide		
3.1	**Action:** Communication and participation of stakeholders will increase through ongoing district organizations,committees, and platforms. **Need:** Needs: In the school community, a variety of needs have been identified which led to the development of a specific action plan called, " Communication and participation of stakeholders will increase through ongoing district organizations, committees, and platforms." The primary needs include the necessity for the site council to hold regular	Explanation: The magnitude of applying a Local Education Agency (LEA) wide approach is paramount, as this strategy seeks to accommodate all identified student groups across the district. This includes English Learners, Foster Youth, and Low-income students. This substantial approach looks towards enhancing interactions with stakeholders, fostering considerable advances in student acquisition, and perpetuating the progress made from past LCAP achievements. This action incorporates habitual site council meetings, fortified digital platforms for communication, current Parent/Guardian Participation Plans, and the advocacy of student, school, and district successes.	Corresponding Metrics: Metric 1: School sites will provide parents with a calendar of meetings and events for parental opportunities to participate. The calendar will include a minimum of 10 opportunities for stakeholder involvement. Each calendar will include a minimum of 1 meeting or event targeting participation in programs for parents of unduplicated pupils and 1 meeting or

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
	meetings involving representatives of each unique sub-group like English Learners, Foster Youth, and Low Income pupils. This is essential due to the diversity of the student body, each with their own challenges that demand tailored solutions. Enhanced digital platforms are required, which would facilitate better communication between staff, students, and parents, keeping every stakeholder updated regarding academic progress, activities, and events. Each site also needs an updated Parent/Guardian Participation Plan, aiming to increase their involvement in programs for unduplicated students and those with special needs. Lastly, promoting the accomplishments of the student, the school, and the District is stated as an important need, which can bolster public relations and increase school/District profile. Assessment: To effectively cater to the needs, steps have been planned to ensure regular site council meetings, with representation from all identified sub-groups. Also,there will be the implementation of enhanced digital platforms for improving communication among staff,students, and parents. Furthermore, each site will have an updated Parent/Guardian Participation Plan and there will be promotion activities to showcase student, school, and District successes. The execution of the plan will be universal, involving all student groups and focusing on English Learners,Foster Youth, and Low Income students. To prove the commitment towards catering to the needs,	Rationale: The implementation of these measures on an LEA-wide spectrum allows the district to cater for its diverse student population in a more effective and holistic manner. A widespread scope like this fosters a thorough approach, improving communication and participation among all stakeholders, and resulting in positive impacts on student outcomes throughout the district. By doing so, it directly addresses and caters to the diverse needs of student populations, thereby maximising the potential of district-wide academic success.	event targeting participation for parents of individuals with exceptional needs. Metric 2: Use of communication platforms

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
	modern tools and strategies are planned to be used in implementing updated participation plans and utilizing digital platforms. Along with the actions, a measurement system, which includes statistics and metrics from the context information, has been adopted to assess the effectiveness of the action and to modify it as necessary. This assessment will be crucial in verifying whether the action is truly meeting the school community's needs and achieving the desired outcomes. **Scope:** LEA-wide		
4.1	**Action:** Cultivate a team of exceptional educators and support staff. **Need:** Needs: The school community has identified the imperative demand for an exceptional team of educators, along with support staff to address the diverse educational requirements of all students. This includes those belonging to unduplicated, subgroups, as well as those with disabilities. The roots of this need can be traced back to the diverse learning requirements of these specific student groups, which call for a dedicated, diverse, and highly qualified teaching faculty. Assessment: In response to the articulated needs, a strategic action named "Cultivate a team of	Explanation: The endeavour of cultivating an exceptional team of educators and support staff is designed to address the varied educational requirements of all students. This strategy encapsulates the recruitment of a diverse and well-qualified team of educators that align with the district's mission and values. Further building upon this recruitment process, a detailed training and professional development program is implemented. This is to provide staff members with necessary skills and resources, thereby enriching their roles and bolstering student success. The scope of this endeavor encompasses the entire LEA, reflecting the dire need for a high-quality workforce throughout the district. Rationale: The scope for this action being district wide mirrors the permeating demand to uphold a high-grade workforce across all facets of the LEA. This	Corresponding Metrics: Metric 1: CALPADS reporting, Vacancies, and PD attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	exceptional educators and support staff" has been developed and implemented. The Human Resource Department is assigned to participate in various professional development opportunities to conserve and maintain a highly qualified staff team. Strategies aimed at recruitment are being developed that target attracting educators who are not only diverse and highly qualified but also resonate with the District's mission and values. The strategy further includes providing comprehensive training and professional development to the staff. This not only ensures empowerment of the staff members but also equips them with the necessary skills and resources, enabling them to excel in their roles and foster student success. The success of this action is measured by the number of qualified staff being recruited, their progress in professional development, and the subsequent academic accomplishments of the students they serve. **Scope:** LEA-wide	comprehensive approach ensures that the benefits derived from the action aren't limited and can be felt across the entire educational structure of the LEA. By implementing this strategy, a consistent and superior education standard is upheld for all students across all platforms. The larger district-wide perspective enhances the overarching goal which is to cultivate an exceptional team of educators and support staff, thus ultimately improving the educational outcomes district-wide.	
5.2	**Action:** Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students. **Need:** Needs: The school community has identified specific needs, especially among English Learners,	Explanation: Our mission is to enhance the learning outcomes for all students, especially those from marginalized groups such as English learners, Foster Youth, and LowIncome learners. This is achieved through the provision of a highly secure technology infrastructure and robust security processes. These security measures are essential, given the diverse needs of our students, many of whom face barriers such as limited technology access and	Corresponding Metrics: Metric 2: District Technology Committee Self- Review using an annual survey to stakeholders (staff, students, & parents/guardians)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth, and Low-Income students. These particular groups of students frequently encounter issues such as limited technology access and a lack of digital literacy, factors that can obstruct their learning outcomes. Assessment: The introduced resolution, dubbed "Provide a highly secure technology infrastructure and thorough security processes to improve learning outcomes for all students," is aimed at these identified needs. It plans to establish a conducive environment for digital learning by adequately funding Informational Technology (5.2a) and offering professional development to keep technology technicians well trained and skilled (5.2b). This course of action extends past merely providing technology. It also involves building a secure, reliable infrastructure that can be utilized to enrich the students' learning experience, especially those in the identified groups. Furthermore, the plan acknowledges the role of professional development for technology technicians, ensuring they possess the required skills to maintain this infrastructure. The success of this action can be gauged by improvements in the learning outcomes of those students, increased technology access, and improved digital literacy. **Scope:** LEA-wide	deficient digital literacy skills. However, our focus is not restricted to these groups alone, as maintaining a district-wide technologically enabled and safe learning environment is beneficial for all students. Rationale: The LEA-wide scope of this action is implemented to ensure every student, irrespective of their background, can utilize and benefit from a technologically rich learning environment. Not only does this apply to students from the explicitly identified groups, but it extends to our entire student body. The commitment of our district to regular maintenance of facilities and grounds, coupled with safe access to technology, dovetails with this initiative. This validates our LEA-wide approach, as it reflects our unwavering commitment to create equitable opportunities for all our learners. Relevant Citations: 5.2a Continue to fund Informational Technology as appropriate 5.2b Provide professional development to maintain highly trained & skillful technology technicians.	

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
1.3	**Action:** Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group). **Need:** Needs: The school community has discerned vital needs centered on the persistent low performance of the Native American students.Factors such as cultural diversity and potential socio-economic complications may have played significant roles in the observed challenges Assessment: In acknowledgment of these explicit needs, actions implemented encompass the continuation of an Indian Education after-school program. This initiative is designed to enhance a more profound School connection for the students. Moreover, to give additional educational help, provisions for extra paraprofessional classroom support are provided via state and federal Native American funded programs. The range of actions entails offering the students increased school opportunities during holiday weeks including President's week off, Spring Break, and Early Back. This approach is aimed towards furthering academic proficiency of the Native	Explanation: The goal is to provide a targeted plan to address the issues currently faced by the Native American student group in our district. This targeted approach includes tailored initiatives such as after-school programs, additional classroom support, and extended school opportunities. These initiatives are designed to address the academic disparities and tackle the obstacles encountered by this demographic. They focus on reducing suspension rates,improving attendance, and augmenting proficiency in English Language Arts(ELA) and Mathematics. Rationale: The adopted scope is specifically designed and justified based on its ability to deliver focused intervention and support. The propensity for a tailored and attentive approach to generate desired outcomes is rather high in comparison to a broad spectrum approach. By concentrating resources and efforts on this particular group, instead of scattering them across varying student groups, we have a greater probability of creating meaningful improvement. The rationale behind the limited scope of the action, therefore,is to ensure the efficacy of intervention, ultimately leading to a noticeable enhancement in the overall scholastic proficiency of Native American students within our district.	Corresponding Metrics: Metric 8: NWEA Reading &Mathematics Student Groupassessment data for the consistentlyLow-performing Student Groups:Native American Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	American students. Although, there weren't any specific quantitative data or metrics mentioned in the context, the point of attention on this continuously poor-performing student group signals a substantial need for focused support and intervention.This action plan, carved out from the diagnosed needs of the Native American student group, takes into account cultural difficulties and is emphasized on enhancing academic proficiency and behavior. It incorporates after-school programs, augmented classroom support, and extended school opportunities. **Scope:** Limited to Unduplicated Student Group(s)		
1.5	**Action:** Improve the academic proficiency of English Learner pupils. **Need:** Needs: The school district has discerned necessities within the school community which prompted the establishment of the action entitled "Improve the academic proficiency of English Learner pupils". Firstly, it is realized that English Learner (EL) pupils across gradesTK-12 necessitate supplemental aid to cultivate their academic abilities. Situations unique to these students, such as language barriers, can potentially impede their academic growth. Secondly,there is also a determined requirement for parents of English Learners to have access to ESL classes. This stems from	Explanation: The limited scope of the action, aimed at the advancement of English proficiency in students, is most suitably designed to address the identified needs of a specific set of learners. This group, namely English Learners, face distinctive challenges such as significantly low English proficiency and academic performance in subjects like Math and ELA. The confined scope of the action implies that the resources will be employed effectively and judiciously, ensuring that the students who need them the most are catered to. The action includes the provision of reinforced academic support via a collaborated English Learner program, additional instructional materials, and classes for parents instructing English as a second language. All these measures are thoughtfully curated to elevate the learning atmosphere of English Learners.	Corresponding Metrics: Metric 4: NWEA Reading, Math,Science Assessment tool Metric 6: Percentages for proficiency as measured by the English Language Proficiency Assessments for California (ELPAC),and English learner reclassification rate. Teachers will receive Professional Development for implementing ELD strategies and new ELD standards.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	an aspiration to enhance communication with school educators,thereby improving the support parents can provide for their children's education. Assessment: The action engages strategies to resolve the identified educational requirements in several ways. Primary initiatives include the continuation of services for EL pupils facilitated by a certificated teacher who will coordinate the EL program. Further support will be given with the assistance of paraprofessional(s) across the district's five school sites, ensuring EL students receive the additional aid required to bolster academic proficiency. To enrich their academic resources, the plans also involve the supply of state-approved supplemental instructional materials aimed at English Learners. Lastly, to assist parents in enhancing their child's learning, ESL classes will be made available to parents of English Learners. This strategy also serves to enhance communication between the parents and school educators. The strategy has abroad reach, encompassing all EL students in grades TK-12 throughout the school district's five sites, and also include their parents by offering opportunities to attend ESL classes. **Scope:** Limited to Unduplicated Student Group(s)	Rationale: The reason for adopting such a limited scope lies in its effectiveness and the focused orientation as implied by various assessments. Verification of the necessity of this targeted approach can be traced back to the outcomes of the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP). These results underscore the critical necessity for a direct intervention which specifically targets the English Learners. Therefore, this restricted scope is rationalized by the urgency to aid English Learners and better their academic performance.	

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

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	24.85:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15.92:1

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	24,384,447	7,063,379	28.967%	0.000%	28.967%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,899,827.00	$1,500,329.00	$3,540,502.00	$420,730.00	$15,361,388.00	$12,809,577.00	$2,551,811.00

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	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,299,966.00	$177,750.00	$2,313,087.00			$164,629.00	$2,477,716.00	
1	1.2	Increase the number of student graduates college and career ready.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Specific Grade Spans all high schools 9-12	Ongoing	$758,191.00	$266,603.00	$936,117.00	$88,677.00			$1,024,794.00	
1	1.3	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	$106,178.00	$27,239.00	$20,186.00	$60,000.00		$53,231.00	$133,417.00	
1	1.4	Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$455,957.00	$5,000.00	$457,897.00	$3,060.00			$460,957.00	
1	1.5	Improve the academic proficiency of English Learner pupils.	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$219,698.00	$6,100.00	$225,798.00				$225,798.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.6	Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	All	No			All Schools	Ongoing	$1,658,740.00	$0.00	$1,176,006.00	$482,734.00			$1,658,740.00	
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,446,115.00	$372,906.00	$4,445,419.00	$181,149.00		$192,453.00	$4,819,021.00	
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations,committees, and platforms.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$23,655.00	$23,655.00				$23,655.00	
4	4.1	Cultivate a team of exceptional educators and support staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$18,550.00	$18,550.00				$18,550.00	
4	4.2	New Teacher Training	All	No			All Schools	Ongoing	$0.00	$77,000.00	$77,000.00				$77,000.00	
5	5.1	Provide an environment that promotes student learning.	All	No			All Schools	Ongoing	$2,013,659.00	$1,526,843.00			$3,540,502.00		$3,540,502.00	
5	5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$194,947.00	$11,165.00	$206,112.00				$206,112.00	
6	6.1	Increase number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.	All	No			Specific Schools: Mountain Lakes High School Community Day School Gateway Educational Options Buckeye School of	Ongoing	$459,178.00	$36,000.00		$484,761.00		$10,417.00	$495,178.00	

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
							the Arts/River Ridge TK-12									
6	**6.2**	Increase attendance rates and decrease the numbers of student suspensions	All	No			Specific Schools: Mountain Lakes High School Community Day School Gateway Educational Options Buckeye School of the Arts/River Ridge	Ongoing	$196,948.00	$3,000.00		$199,948.00			$199,948.00	

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
24,384,447	7,063,379	28.967%	0.000%	28.967%	$8,646,821.00	0.000%	35.460 %	**Total:**	$8,646,821.00
								LEA-wide Total:	$8,400,837.00
								Limited Total:	$245,984.00
								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	1.1	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,313,087.00	
1	1.2	Increase the number of student graduates college and career ready.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Specific Grade Spans all high schools 9-12	$936,117.00	
1	1.3	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$20,186.00	
1	1.4	Teachers and administration will participate in collaborative decision-making, aligning best instructional practices,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$457,897.00	

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 (%)
		and building collegial support through the Professional Learning Community (PLC) process.						
1	1.5	Improve the academic proficiency of English Learner pupils.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$225,798.00	
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,445,419.00	
3	3.1	Communication and participation of stakeholders will increase through ongoing district organizations,committees, and platforms.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,655.00	
4	4.1	Cultivate a team of exceptional educators and support staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,550.00	
5	5.2	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$206,112.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,904,389.00	$14,002,542.00

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**	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science.	Yes	$2,341,865.00	2,317,553
1	**1.2**	Increase the number of student graduates college and career ready.	Yes	$1,316,355.00	856,680
1	**1.3**	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Yes	$128,858.00	20,953
1	**1.4**	Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	Yes	$425,354.00	467,450
1	**1.5**	Improve the academic proficiency of English Learner pupils.	Yes	$214,914.00	207,335
1	**1.6**	Improve the academic proficiency of Students with Disabilities, (identified as a consistently Low-performing Student Group), & students receiving interventions.	No	$1,587,309.00	1,148,590
2	**2.1**	Increase attendance rates & decrease the number of student suspensions and truancy rates.	Yes	$4,571,334.00	4,383,838
3	**3.1**	Communication and participation of stakeholders will increase through	Yes	$26,270.00	22,505

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)
		ongoing district organizations,committees, and platforms.			
4	**4.1**	Cultivate a team of exceptional educators and support staff.	Yes	$16,925.00	16,674
4	**4.2**	New Teacher Training	No	$80,669.00	68,200
5	**5.1**	Provide an environment that promotes student learning.	No	$2,663,177.00	3,952,471
5	**5.2**	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	Yes	$201,848.00	193,408
6	**6.1**	Increase number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.	No	$215,571.00	170,495
6	**6.2**	Increase attendance rates and decrease the numbers of student suspensions	No	$113,940.00	176,390

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)
7,059,870	$8,359,152.00	$8,499,269.00	($140,117.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase the number of students that demonstrate proficiency in English Language Arts, Mathematics,& Science.	Yes	$2,144,799.00	2,325,283		
1	1.2	Increase the number of student graduates college and career ready.	Yes	$955,982.00	863,882		
1	1.3	Improve the academic proficiency of Indian Education (Native American) students, (identified as a consistently Low-performing Student Group).	Yes	$22,264.00	20,953		
1	1.4	Teachers and administration will participate in collaborative decision-making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.	Yes	$425,354.00	446,496		
1	1.5	Improve the academic proficiency of English Learner pupils.	Yes	$214,914.00	207,335		
2	2.1	Increase attendance rates & decrease the number of student suspensions and truancy rates.	Yes	$4,350,796.00	4,402,733		

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)
3	**3.1**	Communication and participation of stakeholders will increase through ongoing district organizations,committees, and platforms.	Yes	$26,270.00	22,505		
4	**4.1**	Cultivate a team of exceptional educators and support staff.	Yes	$16,925.00	16,674		
5	**5.2**	Provide a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students.	Yes	$201,848.00	193,408		

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)
23,528,173	7,059,870	0.00	30.006%	$8,499,269.00	0.000%	36.124%	$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).

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