LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Garden Grove Unified School District
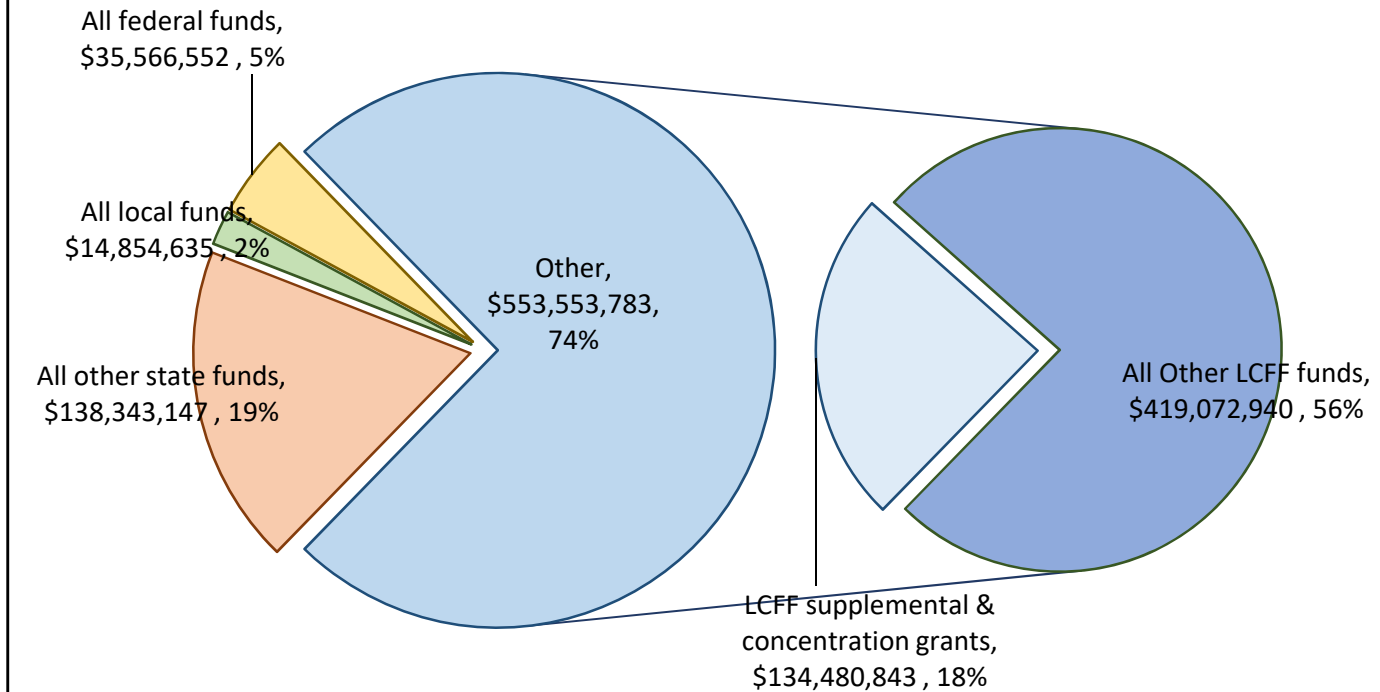
CDS Code: 30-66522-0000000

School Year: 2024-25

LEA contact information: Gabriela Mafi (714) 663-6111, gmafi@ggusd.us

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $35,566,552 , 5%

All local funds, $14,854,635 , 2%

All other state funds, $138,343,147 , 19%

Other, $553,553,783, 74%

All Other LCFF funds, $419,072,940 , 56%

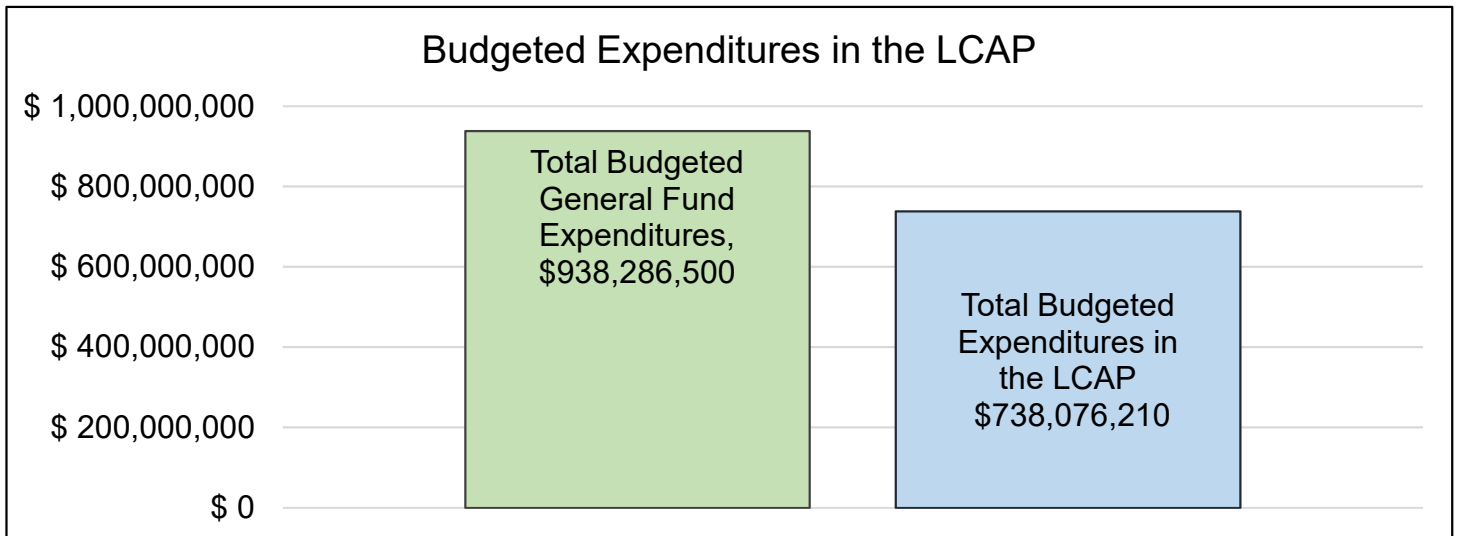LCFF supplemental & concentration grants, $134,480,843 , 18%

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

The text description for the above chart is as follows: The total revenue projected for Garden Grove Unified School District is $742,318,117.00, of which $553,553,783.00 is Local Control Funding Formula (LCFF), $138,343,147.00 is other state funds, $14,854,635.00 is local funds, and $35,566,552.00 is federal funds. Of the $553,553,783.00 in LCFF Funds, $134,480,843.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $938,286,500	Total Budgeted Expenditures in the LCAP $738,076,210

Chart y-axis: $ 1,000,000,000 / $ 800,000,000 / $ 600,000,000 / $ 400,000,000 / $ 200,000,000 / $ 0

This chart provides a quick summary of how much Garden Grove Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Garden Grove Unified School District plans to spend $938,286,500.00 for the 2024-25 school year. Of that amount, $738,076,210.00 is tied to actions/services in the LCAP and $200,210,290.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
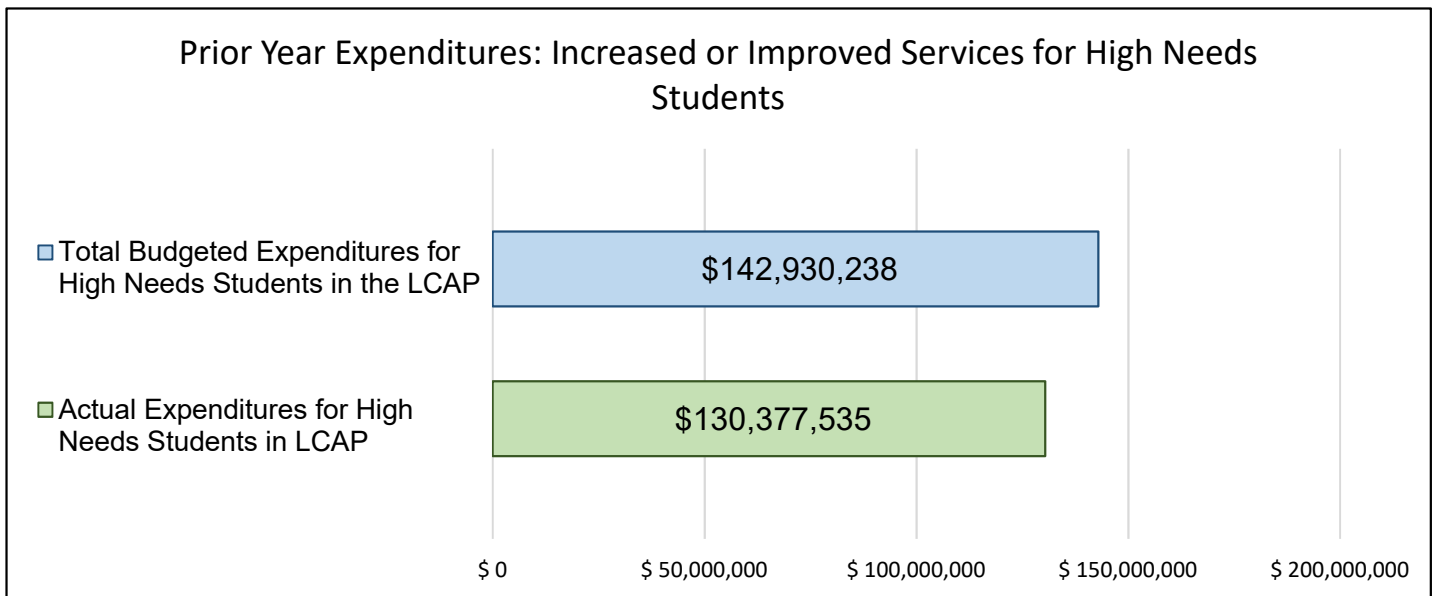
Restricted federal programs in the amount of $8,221,001,
restricted state programs in the amount of $176,977,753, restricted local programs in the amount of $5,536,623, as well as transfers to other funds, indirect costs, and employee leave budgets.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Garden Grove Unified School District is projecting it will receive $134,480,843.00 based on the enrollment of foster youth, English learner, and low-income students. Garden Grove Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Garden Grove Unified School District plans to spend $151,717,371.00 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: **$142,930,238**

Actual Expenditures for High Needs Students in LCAP: **$130,377,535**

(Chart axis: $0, $50,000,000, $100,000,000, $150,000,000, $200,000,000)

This chart compares what Garden Grove Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Garden Grove Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Garden Grove Unified School District's LCAP budgeted $142,930,238.00 for planned actions to increase or improve services for high needs students. Garden Grove Unified School District actually spent $130,377,535.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $12,552,703.00 had the following impact on Garden Grove Unified School District's ability to increase or improve services for high needs students:

In 2023-24, Garden Grove Unified School District is projecting to spend $130,377,535. In 2024-25, Garden Grove Unified School District is projected to spend all of the funding from 2023-24 and 2024-25 based on the enrollment of foster youth, English learner, and low-income students. Garden Grove Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.
Garden Grove Unified School District plans to spend $151,717,371.00 towards meeting this requirement, as described in the LCAP.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Garden Grove Unified School District	Dr. Gabriela Mafi, Superintendent	gmafi@ggusd.us (714) 663-6111

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline 2018-2019	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
State Standardized Assessment* *Proficiency Rates – District Overall* *Percent of Students met or exceeded standards in* <u>*English Language Arts*</u>	61% (All students) 66% (Grade 11 Only)	69% (Grade 11 Only)	58% (All students) 65% (Grade 11 Only)	58%	Each year, maintain or improve from year prior
State Standardized Assessment* *Proficiency Rates – District Overall* *Percent of Students met or exceeded standards in* <u>*Math*</u>	52% (All students) 46% (Grade 11 Only)	40% (Grade 11 Only)	46% (All students) 38% (Grade 11 Only)	48%	Each year, maintain or improve from year prior
District Assessments (T3/Q3)* *Proficiency Rates – District Overall* *Percent of Students met or exceeded standards in* <u>*English Language Arts*</u>	59% (All Students) 47% (7-12 only)	50% (7-12 only)	56% (All Students) 54% (7-12 only)	57%	Each year, maintain or improve from year prior

Metric	Baseline 2018-2019	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
District Assessments (T3/Q3)* *Proficiency Rates – District Overall* *Percent of Students met or exceeded standards in* ***Math***	56% (All grades) 63% (7-12 only)	66% (7-12 only)	60% (All grades) 61% (7-12 only)	59%	Each year, maintain or improve from year prior
Grade Point Average/Report Cards Average 7-8 Grade Point Average (GPA) District Overall	2.92	2.93	2.78	2.95	Each year, maintain or improve from year prior
Grade Point Average/Report Cards Average 9-12 Grade Point Average (GPA) District Overall	2.82	2.97	2.74	2.97	Each year, maintain or improve from year prior
Grade Point Average/Report Cards High School Rate of D Grades District Overall	8.3%	8.2%	8.0%	8.0%	Each year, maintain or improve from year prior
Grade Point Average/Report Cards High School Rate of F Grades District Overall	5.93%	5.6%	7.0%	5.0%	Each year, maintain or improve from year prior
Special Education Identification Rates* Overall Districtwide rate (K-12 District Service) District Overall	12.3%	13.3%	14.2%	13.9%	Each year, maintain or improve from year prior
Appropriate Teacher Assignment and Credentialing Rates* Credentialing Rate – District Overall	100%	100%	100%	100%	100% appropriately assigned and highly qualified teachers
Access to Standards-Aligned Curriculum and Materials* Maintain full compliance with expected timelines and targets related to standards implementation and materials.	0 Findings	0 Findings	0 Findings	0 Findings	Zero Williams Settlement Findings Related to Curriculum Materials

Goal

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

Measuring and Reporting Results

Metric	Baseline 2018-2019	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
State English Learner Assessment* English Language Proficiency Assessment for California (ELPAC) *ELPAC Criterion for English Learner Proficiency* District Overall	23%	22%	23%	24%	Each year, maintain or improve from year prior
State English Learner Assessment* Reclassification Rates *Number and Percent of Students Re-designated to Fluent English Proficient (FEP)* District Overall	14.2%	6.58%	11.9%	8.8%	Each year, maintain or improve from year prior
State Standardized Assessment* Proficiency Rates (EL Subgroup) *Percent of students met or exceeded standards in* **English Language Arts** District Overall	24% (All Students) 18% (Grade 11 Only)	23% (Grade 11 Only)	26% (All Students) 18% (Grade 11 Only)	24%	Each year, maintain or improve from year prior
State Standardized Assessments* Proficiency Rates (EL Subgroup) *Percent of students met or exceeded standards in* **Math** District Overall	22% (All Students) 15% (Grade 11 Only)	11% (Grade 11 Only)	22% (All Students) 6% (Grade 11 Only)	22%	Each year, maintain or improve from year prior
District Assessments (T3/Q3)* (EL Subgroup) *Proficiency Rates – District Overall Percent of Students met or exceeded standards in* **English Language Arts**	26% (All Students) 12% (7-12 only)	23% (7-12 only)	27% (All Students) 25% (7-12 only)	24%	Each year, maintain or improve from year prior
District Assessments (T3/Q3)* (EL Subgroup) *Proficiency Rates – District Overall Percent of Students met or exceeded standards in* **Math**	37% (All Students) 40% (7-12 only)	50% (7-12 only)	42% (All Students) 32% (7-12 only)	43%	Each year, maintain or improve from year prior

Goal

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

Measuring and Reporting Results

Metric	Baseline 2018-19 Data	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Self-Management**	4.06	4.23 *See note below	4.23	3.77	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Scholarly Habits**	4.11	4.23 *See note below	4.23	3.70	Maintain/Improve Above 3.0
Work Habits *Scale O=4, S=3, N=2, U=1* District Overall	3.44	3.24	2.98	3.03	Maintain/Improve Above 3.0
Work Habits *Scale O=4, S=3, N=2, U=1* **Grades 7-8 Intermediate** District Overall	3.48	3.26	2.89	3.04	Maintain/Improve Above 3.0
Work Habits *Scale O=4, S=3, N=2, U=1* **Grades 9-12 High School** District Overall	3.43	3.23	3.09	3.02	Maintain/Improve Above 3.0

*Annual survey was not administered in 2020-2021 to allow for a COVID-related survey instead. The Annual Survey was resumed in September of 2021. The 2021 data was used for the 2022-2023 Annual update as it was the most recent information available. The 2022-2023 Annual Survey will be administered in May of 2023.

Goal 1 Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions. All planned services and actions were implemented, with adjustments and modifications to methods and modes made as necessary. Examples of this include a decrease in textbook expenditures due to no changes in the state adopted textbooks and curriculum materials [Action 1A (1)]. There were increases and decreases in certain funds because of funding changes that occurred for positions [Action 1A (2), Action 1B(1)]. There was an increase in Expanded Learning Opportunities because this ongoing fund was included in the LCAP this year. Additionally, some successes included being able to increase spending for homeless education and community liaison positions. These were successes because sites were able to provide more targeted supports. An area to continue to focus on is scholarly habits. Parents, students, and staff identified that students need help with knowing how to study for tests, organizing and completing assignments on time, and asking for help when not understanding [Action 1C (1)].

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.

For Goal 1, the material differences between budgeted expenditures and estimated actual expenditures were due to the following:

1A(1) Less spending for textbooks occurred than originally budgeted

1A(2) Increase mainly due to revising funding of some TOSA positions in addition to the LCAP action these positions align to

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

1A(4) A decrease mainly due to budgeting in contingency at original budget and then as plans were developed the budget was transferred out to other areas to spend according to plan and consequently other areas of the LCAP

1A(5) (non-contributing) Increase mainly due to compensation costs increasing

1A(5) (contributing) Decrease due to a change how we aligned resources to the LCAP

1A(7) Increase in spending for homeless student services in Title I

1B(1) Decrease mainly due to revising funding of some TOSA positions in addition to the LCAP action these positions align to

1B(3) An increase mainly due to increased compensation for dual language teachers

1B(4) Increase mainly in school community liaison positions

1B(5) Increase mainly due to an increase in proctor compensation for student testing

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

1C(2) Increase mainly due to including Title IV in the LCAP

1C(3) An increase in Library Media Technician compensation, books, equipment, and software for libraries

Goal 1A: Academic Achievement

Evidence to support the effectiveness of actions and services in Goal 1A can be seen in local and state assessments and student grades. CASSPP scores for English Language Arts remained constant at 58%, whereas CASSPP math scores had a 2% gain (46% in 2021-2022 to 48% in 2022-2023). On local benchmarks, ELA scores showed a gain of 1%. For student grades, the GPA for intermediate students had an increase of 0.17 and for high school an increase of 0.23.

Actions and services that contributed to these achievements included quality in-class instruction supported by professional development, increased opportunities for expanded learning, and summer programming that included targeted academic remediation. In 2022-2023, 9006 students attended a before or after school intervention (an increase of 3763 from 2021-2022). In addition, 9,457 students attended a summer extended learning program, an increase of 2,192.

Data for Goal 1A metrics indicates that the actions taken have had an overall positive impact on meeting our targets.

Goal 1B: Academic English

Evidence to support the effectiveness of actions and services addressing English Language proficiency include: a slight improvement in the ELPAC summative score (+1%) from 23% in 2021-2022 to 24% in 2022-2023, maintenance of CAASPP math proficiency for English Learners at 22%, and improvement of EL math proficiency on district benchmarks from 42% in 2021-2022 to 43% in 2022-2023.

Evidence that suggests continued work is needed include: the disaggregated data for English Learners on the CAASPP English Language Arts assessment showed a drop of 3% in the proficiency rate for English Learners, from 26% in 2021-2022 to 23% in 2022-2023; EL data for the district English Language Arts benchmark similarly showed a 3% drop from 27% to 24%; and a drop in the reclassification rate from 11.9% in 2021-2022 to 8.8% in 2022-2023.

Specific actions that proved to be effective were before and after school expanded learning programs focused on reading, writing, and speaking/listening; progress monitoring at the school sites with follow-up supports put in place, and professional development for teachers and instructional aides. Work will continue to support English Learners in English Language Arts.

Goal 1C: Scholarly Habits

A review of Goal 1C metrics suggests that actions and services in this goal may not have been as effective as intended.

Overall district-wide student responses on the annual survey showed a decrease in the domains of self-management (-0.46) and scholarly habits (-0.53). To identify specific areas of need, a closer analysis of individual survey questions was undertaken.

Questions that showed areas of increase included: 83% of students either agreed or strongly agreed with the statement, "I come to class prepared"; 82% agreed or strongly agreed with the statement, "I can make myself finish my work even when there are other things I would rather be doing"; and 82% agreed or strongly agreed with the statement, "I can use different strategies to help me learn new things".

Questions that revealed areas for growth included: only 52% agreed or strongly agreed with the statement, "I know how to study for tests", 54% agreed or strongly agreed with the statement, "I pay attention in class even when there are distractions", and 54% agreed or strongly agreed with the statement, "I ask questions in class when I don't understand".

Work habits marks, included on student report cards, showed an overall increase of 0.05, however there was a difference between intermediate and high school. Intermediate students had an increase of 0.15, while high school students had a decrease of 0.07 (leading to the combined rating of +0.08). Taken together, student survey questions and teacher work habits grades, it seems that it would be beneficial to work toward greater alignment between the teacher criterion for how work habits grades are assigned and how students understand the survey questions.

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

No substantial changes are needed for actions and services in Goal 1. Professional development focused on good first-instruction will continue to be data-driven and grounded in evidence-based strategies. And before and after school academic support as well as summer remediation and intervention programs will continue to be provided using classroom and benchmark assessment data to determine need.

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.

Goal

Goal #	Description
2A	MOTIVATION: Students will demonstrate continued growth in their attitude towards learning.

Measuring and Reporting Results

Metric	Baseline 2018-2019 Data	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Growth Mindset**	4.06	4.23	4.23	3.91	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Self-Efficacy**	4.11	4.23	4.23	3.97	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Expectations**	4.20	4.37	4.37	4.04	Maintain/Improve Above 3.0
Attendance Rates* **Attendance Rate (Period 10)** *District Overall*	96.4%	97.5%	93.3%	93.6%	Each year, maintain or improve from year prior
Attendance Rates* **Chronic Absenteeism** **(CDE Dashboard)** *District Overall*	8.9%	7.6%	23.5%	22.2%	Each year, maintain or improve from year prior
Dropout Rates* (Middle School) *District Overall*	0.010%	0.028%	0.040%	0.045%	Maintain/Improve Below 1%
Dropout Rates* (High School) *District Overall*	4.4%	4.1%	6.7%	5.3%	Maintain/Improve Below 10%
High School Graduation Rate* **(Overall)** *District Overall*	92.7%	92.9%	91.4%	92.7%	Each year, maintain or improve from year prior
Work Habits *Scale O=4, S=3, N=2, U=1* *District Overall*	3.44	3.24	2.98	3.03	Maintain/Improve Above 3.0

Metric	Baseline 2018-2019 Data	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
Work Habits *Scale O=4, S=3, N=2, U=1* Grades 7-8 Intermediate District Overall	3.48	3.26	2.89	3.04	Maintain/Improve Above 3.0
Work Habits *Scale O=4, S=3, N=2, U=1* Grades 9-12 High School District Overall	3.43	3.23	3.09	3.02	Maintain/Improve Above 3.0

Goal

Goal #	Description
2B	SOCIO-EMOTIONAL WELL-BEING: Students will demonstrate continued growth in their attitudes towards themselves and others.

Measuring and Reporting Results

Metric	Baseline 2018-2019	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Social Awareness**	4.36	4.27	4.27	3.80	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Emotional Care**	3.97	4.00	4.00	3.84	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Sense of Belongingness and School Connectedness***	4.13	4.15	4.15	3.71	Maintain/Improve Above 3.0
Citizenship (Overall) *Scale O=4, S=3, N=2, U=1* District Overall	3.44	3.39	3.36	3.30	Maintain/Improve Above 3.0
Citizenship (Grades 7-8 Intermediate) *Scale O=4, S=3, N=2, U=1* District Overall	3.48	3.40	3.41	3.34	Maintain/Improve Above 3.0
Citizenship (Grades 9-12 High School) *Scale O=4, S=3, N=2, U=1* District Overall	3.23	3.37	3.30	3.25	Maintain/Improve Above 3.0

Goal

Goal #	Description
2C	CLIMATE: Classrooms, schools, and the District will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.

Measuring and Reporting Results

Metric	Baseline 2018-2019	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Climate of Support for Academic Learning**	4.18	4.39	4.39	3.96	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Discipline and Rules**	3.94	3.89	3.89	3.47	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Safety: Feeling Safe at Schools***	3.75	4.19	4.19	3.61	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Safety: Bullying***	4.16	4.36	4.36	3.82	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Facilities Maintenance: Clean***	3.34	3.90	3.90	3.30	Maintain/Improve Above 3.0
Annual Survey (Grades 3-12) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Facilities Maintenance: Well-Maintained***	3.33	3.80	3.80	3.40	Maintain/Improve Above 3.0
Annual Survey (Staff) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Student Climate Overall***	4.25	3.26	3.26	3.70	Maintain/Improve Above 3.0

Metric	Baseline 2018-2019	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
Annual Survey (Staff) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **School Staff Climate Overall**	4.10	3.35	3.35	4.16	Maintain/Improve Above 3.0
Annual Survey (Parents) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Student Climate Overall***	4.23	4.25	4.25	4.20	Maintain/Improve Above 3.0
Annual Survey (Parents) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Adult Climate Overall**	4.25	4.24	4.24	4.20	Maintain/Improve Above 3.0
Annual Survey (Parents) *Described as a composite score by domain* *Scale: 1 (low) to 5 (high)* *District Overall* **Opportunities for Parent Involvement***	4.08	4.26	4.26	4.34	Maintain/Improve Above 3.0
Student Suspension Rates* District Overall	2.8%	0.2%	2.9%	3.2%	Maintain/Improve Below 3.5%
Student Expulsion Rates* District Overall	0.04%	0.0%	0.0%	0.0%	Maintain/Improve Below 0.1%

Goal 2 Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

While all action steps were addressed and implemented, based upon feedback from educational partners, there was a continue need to address social emotional wellbeing. The action steps that were implemented focused on mental health support, which included increases in compensation and the expansion of Social Workers [Action Step 2B(3)]. The data that helped to determine the need for an increase in this action step included the qualitative data from the annual Strategic Plan Survey from parents, students, and staff. In addition, another success was the increase in parental involvement and community outreach events, education, and supports. An area of need that continues to be a focus is to support school connectedness [Action Step 2B(2)], which can improve student motivation for students to be in school and positively influence their sense of belonging.

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.

For Goal 2, the material differences between budgeted expenditures and estimated actual expenditures were due to the following:

2B(3) (non-contributing) Increase to materials and supplies in support of this action as well as increased compensation

2B(3) (contributing) Increase mainly for increased compensation of Social Workers

2C(1) Increase in Title I funded school community liaison positions.

2C(2) Increase due to stipends related to parent involvement/community outreach as well as extra duty in support of this action

2C(3) Decrease in supply spending

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

2C(6) Increase due to a realignment of LCAP resources to this action

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2A: Motivation

In the area of motivation, data for Goal 2A continue to show mixed results. On the positive side, there was an overall increase of +0.05 in student work habits grades, increasing to 3.03 in 2022-2023 compared to 2.98 in 2021-2022, an increased graduation rate (+1.3%), a decreased dropout rate (-1.4%), and an expulsion rate of 0.0% (no change from previous years).

Contrary to this, however, annual Strategic Plan survey data shows an overall decline in student responses for Goal 2A (-0.91). On the survey, all three domains (growth mindset, self-efficacy, and expectations) remain above the desired outcome of above 3.0, however, the average decrease of -0.30 per domain indicates that there is more work necessary in this area. And one additional data point indicating an area still needing attention is the suspension rate which increased very slightly (+0.4%).

Goal 2B: Socio-Emotional Well-Being

Data from the annual Strategic Plan survey administered in the Spring of 2023 revealed a decline in the overall responses in the area of socio-emotional well-being (-1.07). Each of the three domain scores (social awareness, emotional care, and sense of belonging) remain above the 3.0 desired outcome (3.80, 3.84, and 3.71 respectively), as do all individual questions. Analysis of the individual questions showed the most decline in the following areas: "I am happy to be at my school" (-0.54), "I feel like I am a part of this school" (-0.45), and "I get along with students who are different than me" (-0.3). Parents were presented this data and asked to discuss and provide input on what might be behind these responses, and the consensus was that schools could be providing more "extra-curricular" opportunities for students to help them feel more connected to the school and to develop a greater respect for others who are different than them . Specific examples parents gave for activities were athletics, music, art, and interest-based clubs. Parents felt that although the students' responses to emotional care were lower than previous years, the district has done a good job with providing resources for mental wellness, recognizing that there has been an increase from one social worker and six interns in 2017 to 22 school social workers, 30 mental health specialists, and 65 mental health interns by 2022-2023, a 254% increase.

Goal 2C: Climate

GGUSD Strategic Plan survey data show that all areas related to school climate remain at or above 3.3 on a scale of 5.0, with an average score of 3.82, however, there was an overall slight decline of -0.17. A closer analysis of specific areas surveyed showed improvement in the following areas: "student climate overall" (+0.44), "school staff climate overall" (+0.81), and "opportunities for parent involvement" (+0.01). Areas that saw the most decline were "well maintained facilities" (-0.4), "climate of support for academic learning" (-0.43), "clean facilities" (-0.60). District leadership will work collaboratively with department and site personnel to evaluate all elements of Action Step 2C(4)/Facilities to better understand, where, if any breakdown in implementation is occurring.

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

No substantial changes will be made to planned metrics, desired, outcomes, or actions for the 2024-2025 school year as the result of the data collected and analyzed for Goal 2. District leadership will continue to support school site administration and staff with providing actions and services directed at Goal 2: motivation, socio-emotional well-being, and climate.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline 2018-2019 Data	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
A -G Rates* Students attending 4-years in GGUSD District Overall	60.5%	57.7%	59.4%	59.8%	Each year, maintain or improve from year prior
A-G Rates and CTE Sequences or Programs of Study*	8.9%	11.9%	20%	17.2%	Each year, maintain or improve from year prior
CTE Sequences or Programs of Study*	8.9%	22.2%	26%	35%	Each year, maintain or improve from year prior
Early Assessment Program (EAP)* College-Ready (English Language Arts) District Overall	35%	37%	30% 35%*	39%	Each year, maintain or improve from year prior
Early Assessment Program (EAP)* College-Ready, Conditional (ELA) District Overall	31%	31%	28% 30%*	28%	Each year, maintain or improve from year prior
Early Assessment Program (EAP)* College-Ready (Math) District Overall	19%	18%	25% 18%*	18%	Each year, maintain or improve from year prior
Early Assessment Program (EAP)* College-Ready, Conditional (Math) District Overall	28%	22%	21% 20%*	21%	Each year, maintain or improve from year prior
PSAT Exam (Districtwide Average Scores, 10th Grade) Total Score Overall District Overall	938	914	901	921	Each year, maintain or improve from year prior
PSAT Exam (Districtwide Average Scores, 10th Grade) Evidenced-Based Reading and Writing District Overall	407	455	450	458	Each year, maintain or improve from year prior
PSAT Exam (Districtwide Average Scores, 10th Grade) Math District Overall	468	460	451	463	Each year, maintain or improve from year prior
SAT Exam (Districtwide Average Scores) Total Score Overall District Overall	1010	1262	1239	1240	Each year, maintain or improve from year prior

Metric	Baseline 2018-2019 Data	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
SAT Exam (Districtwide Average Scores) Critical Reading District Overall	538	618	607	610	480 (Benchmark Score for College and Career Readiness)
SAT Exam (Districtwide Average Scores) Math District Overall	547	645	632	630	530 (Benchmark Score for College and Career Readiness)
ACT Exam (Districtwide Average Scores) Reading District Overall	20	25	25	No Data Reported (1 Test Taker)	23
ACT Exam (Districtwide Average Scores) English District Overall	20	25	25	No Data Reported (1 Test Taker)	23
ACT Exam (Districtwide Average Scores) Math District Overall	20	25	25	No Data Reported (1 Test Taker)	23
ACT Exam (Districtwide Average Scores) Science District Overall	20	24	24	No Data Reported (1 Test Taker)	23
Advanced Placement (AP) AP Pass Rates* (exam scores 3, 4, 5) District Overall	65%	58%	70%	71%	Each year, maintain or improve from year prior
Advanced Placement (AP) AP Test Takers (test takers/9-12 enrollment) District Overall	29.2%	25%	26%	29.4%	Each year, maintain or improve from year prior
Advanced Placement (AP) AP Enrollment Rates (# of students enrolled in at least one AP class/9-12 enrollment) District Overall	29.6%	33.2%	27%	28.6%	Each year, maintain or improve from year prior

* Data included previously for these metrics for the 2021-2022 school year incorrectly included all grade levels taking the CAASSP rather than just the 11th graders. The numbers included here are for 11th graders only.

Goal

Goal #	Description
3B	COLLEGE AND CAREER SUCCESS: College and career entrance and completion rates will improve annually.

Measuring and Reporting Results

Metric	Baseline 2018-2019 Data	Year 1 Outcome 2020-2021 Data	Year 2 Outcome 2021-2022 Data	Year 3 Outcome 2022-2023 Data	Desired Outcome for 2023–24
Postsecondary Enrollment Rate (Student Tracker) (Fall immediately after High School) Overall (enrollment in post-secondary institutions) District Overall	79%	73%	74%	76%	Each year, maintain or improve from year prior
Postsecondary Enrollment Rate (Student Tracker) (Fall immediately after High School) Enrollment at 4-year college or university District Overall	32%	34%	33%	36%	Each year, maintain or improve from year prior
Postsecondary Enrollment Rate (Student Tracker) (Fall immediately after High School) Enrollment at 2-year college or university District Overall	47%	39%	39%	40%	Each year, maintain or improve from year prior
Persistence Rate (Student Tracker) Overall (enrollment in post-secondary institutions) District Overall	88%	88%	85%	87%	Each year, maintain or improve from year prior
Persistence Rate (Student Tracker) Enrollment at 4-year college or university District Overall	98%	97%	94%	92%	Each year, maintain or improve from year prior
Persistence Rate (Student Tracker) Enrollment at 2-year college or university District Overall	81%	81%	78%	82%	Each year, maintain or improve from year prior
Future Educational Goals Annual Survey (Grades 3-12) Plan to obtain 4-year or advanced degree District Overall	79%	70%	70%	71%	Each year, maintain or improve from year prior

Goal 3 Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All planned actions were implemented and there were not any substantive differences in planned actions versus actual implementation. There were slight increases in spending for the College Boost program [Action Step 3A(1)] and an increase in counselor compensation [Action Step 3A(2)]. An area of focus continues to be College and Career Exploration and Readiness [Action Step 3A(1), Action Step 3A (3)] based on feedback from educational partners that there is a need for students, beginning in the younger grades and moving forward, to have more exposure to various career opportunities and the requirements necessary to pursue a chosen career.

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.

For Goal 3, the material differences between budgeted expenditures and estimated actual expenditures were due to the following:

3A(1) Increase in spending for the College Boost program

3A(2) Increase reflects an increase in counselor compensation

3A(3) Increase due to a realignment of LCAP resources to this action

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3A: College Readiness

2022-2023 data shows a continued increase in the A-G rate from 59.4% in 2021-2022 to 59.8% in 2022-2023. In addition, college-readiness exams, Advanced Placement pass rate and the SAT overall score, both improved slightly, 1% and 1 respectively. This data suggests that student access to and achievement in Advanced Placement courses has been positively impacted by quality classroom instruction and preparation, supported by on-going professional development and teacher collaboration.

Actions and services supporting college readiness include continuing multiple ways for students to validate "D" grades, expanding opportunities for in-class and on-line credit recovery, and expanded learning programs for concurrent unit recovery. In addition, high schools offered before and/or targeted tutoring for Advanced Placement students. The district and school sites will continue to evaluate the effectiveness of these actions and adjust as needed to ensure all students have access to the help and support needed to be college eligible and ready.

Goal 3B: College Success

Overall college enrollment rates have increased slightly from 74% to 76%, and the overall persistence rate has increased from 85% to 87%. Actions and services to support college success included each high school continuing to offer the College Boost mentoring program to assist 12th grade students with completion of college applications, the FAFSA, and meeting all high school requirements. Data supporting the effectiveness of the College Boost program includes the number of applications submitted to 4-year colleges and universities which was over 3,500 or 46%.

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

No substantial changes will be made to Goal 3 actions and services. The district and school sites will continue to provide tutoring, credit recovery and D-validation opportunities, as well as College Boost mentoring.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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, desired 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.

  o 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Garden Grove Unified School District	Gabriela Mafi, Ed.D. Superintendent	gmafi@gguds.us 714-663-6111

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Established July 1, 1965, the Garden Grove Unified School District (GGUSD) encompasses 28 square miles of territory, serving most of Garden Grove and portions of six surrounding cities - Anaheim, Cypress, Fountain Valley, Santa Ana, Stanton, and Westminster. The 2023-24 adopted General Fund budget was $915,168,010 making the district the largest enterprise in Garden Grove. With a reported district enrollment of 39,571 for the 2023-24 school year, the district is the third largest among 28 public school districts in Orange County and ranks 18th in size of more than 1,000 school districts in California. The district employs more than 5,000 staff members and operates 68 schools: 44 elementary, 10 intermediate, 7 high schools, one continuation school, one adult education center, one preschool family campus, one early childhood education center, one elementary dual language school (with 2 additional dual language programs operating in other schools), and two special education schools.

GGUSD maintains its rank as the fifth highest performing district among large California districts with 34,000 or more students. This is an impressive accomplishment given the fact that among the top ten highest performing large school districts, GGUSD has the greatest percentage of English learners (30%) and students who qualify for free and reduced-price meals (79%).

As a large urban district, one of our greatest assets is our ethnically and linguistically diverse student population. In 2023-24, the district is serving 11,354 English Learner (EL) students which is 30% of the student population. Approximately 63% of our students are second language learners (including English learners, and reclassified fluent English proficient). GGUSD's five major primary language groups are English, Spanish, Vietnamese, Arabic, and Korean.

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

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

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

Awards and Recognitions:

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

Garden Grove Unified is a California Honor Roll District, and 48 of our schools have been named California Honor Roll schools.

GGUSD has more schools on the California Distinguished Schools list than any comparable district across the state:
- 2018: Elementary Schools: Allen, Cook, Evans, Faylane, Murday, Paine, Patton, Stanford, Rosita, Warren, Zeyen
- 2019: High Schools: Bolsa Grande, Garden Grove, Pacifica

- 2020: Elementary Schools: Cook, Stanley, Lawrence, Allen, Excelsior, Crosby, Morningside, Peters and Hazard
- 2021: Intermediate Schools: Bell, Irvine, McGarvin; High Schools: LaQuinta
- 2022: See California Pivotal Practice Award below*
- 2023: Elementary Schools: Allen, Cook
- 2023: Elementary schools who met all requirements but due to COVID-19 related mandatory absences, were unfairly disqualified from receiving this distinction: Anthony, Barker, Excelsior, Garden Park, Hazard, Morningside, Murdy and Patton

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

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

One of GGUSD's high schools (Santiago) and two Intermediate schools (Alamitos and Doig) are AVID Demonstration Schools.

National Blue Ribbon Schools: Stanley Elementary (2004), Murdy Elementary (2009), Sunnyside Elementary (2010), Allen Elementary (2011), Cook Elementary (2016), Allen Elementary (2020)

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

Garden Grove Unified School District (GGUSD) has received the 2021 Best Communities for Music Education Award for outstanding achievement in providing music access and education to all students. This is the third year in a row that GGUSD has earned this esteemed national recognition, which was awarded to only five districts in Orange County, 19 districts across California and less than 700 districts across the nation.

All seven of Garden Grove Unified School District's (GGUSD) comprehensive high schools earned high national and metro-area rankings on the prestigious 2023-2024 America's Best High Schools list published by U.S. News & World Report. GGUSD high schools ranked in the top 21% nationally among nearly 18,000 high schools, and in the top 250 schools in the Los Angeles metro area. GGUSD's highest ranked school, La Quinta High School ranked #32 in the Los Angeles metro area, #79 in California and #504 nationally with Pacifica High School

also ranking high at #85 in the Los Angeles metro area, #196 in California and #,1248 nationally. All GGUSD high schools scored higher than 80% of the high schools ranked both statewide and across the nation.

For the first time, U.S. News and World Report announced its list of Best K-8 Schools for 2022. All GGUSD elementary schools were ranked, with 20 elementary schools placing in the top 20% and 3 intermediate schools ranking in the top 10% of California Schools. In addition, for the fifth consecutive year, all 7 of our comprehensive high schools were also ranked among America's Best.

For the second time, in 2022 Hare High School was named a California Model Continuation School.

Eighteen schools in the Garden Grove Unified School District received awards for excellence in implementing PBIS (Positive Behavior Intervention and Supports). PBIS helps schools promote positive student behavior and a warm and welcoming school climate and culture. The 2022-2023 awards from the California PBIS Coalition recognize schools that are among the best in California at applying PBIS strategies to promote positive school climate and positive student behavior.

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

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

Garden Grove Unified School District's ASPIRE system of care earned the distinguished 2023 Golden Bell Award from the California School Board Association as a model of excellence in supporting student mental health and well-being.

Bolsa Grande, Garden Grove, La Quinta, and Santiago high schools have been named to the 2023 AP (Advanced Placement) School Honor Roll for the 2022-23 school year for excellence in equipping students with college readiness skills.

EQUITY MULTIPLIER SCHOOL SITES

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

performance level on one or more state indicators on the Dashboard, and (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

For the 2024-2025 school year, Hare Continuation High School has been identified for Equity Multiplier funding, with the following student groups falling in the lowest performance levels as indicated:
- All students: English Language Arts, Math, English Learner Progress, College and Career
- English Learners: English Language Arts, Math, College and Career
- Socioeconomically Disadvantaged: English Language Arts, Math, College and Career
- Hispanic or Latino: English Language Arts, Math, College and Career

For additional information regarding Hare High School and the goals and actions to support underperforming student groups, see the following page:
- Goal 4: Equity Multiplier Focus Goal for Hare High School

Reflections: Annual Performance

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

2022-2023 CA School Dashboard Summary of Data:

SUCCESS HIGHLIGHTS:
- All students increased 5.7 points above standard on the CAASPP math assessment
- Students with Disabilities maintained on the CAASPP ELA assessment and increased 3.8 points above standard in math
- 47% of English Learners have progressed at least one performance level on the ELPAC
- There was a 1.7% improvement in the number of students who decreased at least one performance level on the ELPAC
- Chronic absenteeism for all students and all but one subgroup (English Leanners) improved
- Graduation rate for all students increased 1.2% from previous year

IDENTIFIED AREAS OF NEED:
- Foster Youth declined 13 points on the CAASPP ELA Assessment and 3 points on the CAASPP math assessment
- English Learner chronic absenteeism increased by 0.9%
- Graduation rate for Foster Youth declined 7.4%
- Suspension rate for all students and all subgroups increased from previous year

Data analysis for each applicable state priority follows:

1. ACADEMIC PERFORMANCE

CAASPP ENGLISH LANGUAGE ARTS
- All Students: 19.7 points above standard (Green) Maintained 0.4
- Hispanic Students: 21 points below standard (Orange) Maintained -1
- English Learners: 22.7 points below standard (Orange) Maintained -2.4
- Foster Youth: 53.2 points below standard (Orange) Declined 13
- Students with disabilities: 79.9 points below standard (Red) Maintained 1.4

CAASPP MATHEMATICS
- All students: 10.5 points below standard (Green) Increased 5.7
- English Learners: 44.6 points below standard (Orange) Maintained 2.1
- Hispanic Students: 60.3 points below standard (Yellow) Increased 5.0
- Foster Youth: 84.8 points below standard (Orange) Declined 3.0
- Students with Disabilities: 107.9 points below (Orange) Increased 3.8

Summary: Students with disabilities, Foster Youth, Hispanic Students, and Students with Disabilities remain significantly lower than all students in English Language Arts and Math, with Foster Youth declining in both from the previous year. English Learners and Students with Disabilities have maintained and/or increased.

Identified Area of Need: Based on our analysis of academic performance as reported on the CA Dashboard, Foster Youth are the one subgroup that is not only below standard, but has declined. Other subgroups are below standard but are either maintaining or have increased. Action steps to support improvement in the areas of English Language Arts and mathematics for all students can be found on page 26-27 of this LCAP, with action steps and services specific to Foster Youth on page 28.

ENGLISH LEARNER PROGRESS (ELPAC Assessment)
- 55.3% of English Learners are making progress toward English proficiency (Green) Maintained 1.7%
- 47% of English Learners have progressed at least one performance level (a 2.1% increase from 2022)
- 27% have maintained proficiency level (a 0.5% decline from 2022)
- 17.7% have decreased at least one proficiency level (a 1.2% improvement from 2022)

Summary: 47% of English Learners progressing at least one level indicates that actions and services supporting this subgroup are showing success, however with 44.7% of English Learners still not proficient, actions and services, current and new, need to continue. See page 33 of this LCAP for more detailed information on English Learner actions and services.

2. ACADEMIC ENGAGEMENT

CHRONIC ABSENTEEISM
- All students: 22.2% chronically absent (Orange) declined 1.3%

- English Learners: 25.6% (Red) Increased 0.9%
- Socioeconomically disadvantaged youth: 23.6% (Orange) declined 2.3%
- Students with disabilities: 31.8% (Orange) declined 1.9%
- Foster Youth: 40.6% (Orange) declined 2.3%

Summary: Englisher Learners are the one subgroup that has increased in chronic absenteeism (+0.9%) while all others have improved, however chronic absenteeism for all subgroups remains high. For actions and services related to chronic absenteeism see page 40 of this LCAP.

GRADUATION RATE
- All students: 92.7% (Green) an increase of 1.2%
- English Learners: 84.5% (Yellow) maintained 0.9%
- Students with disabilities: 77.7% (Orange) maintained 0.1%
- Foster Youth: 75% (Orange) declined 7.4%

Summary: The graduation rate for Foster Youth declined by 7.4% whereas the rate for all students and all other subgroups maintained or increased. For actions and services specific to academic engagement for Foster Youth, see page 28 of this LCAP.

3. CONDITIONS AND CLIMATE

SUSPENSION RATE
- All students: 3.2% (Orange) Increase 0.4%
- Socioeconomically Disadvantaged Youth: 3.6% (Orange) Increased 0.4%
- English Learners: 4.4% (Orange) Increased 0.6%
- Hispanic Youth: 4.5% (Orange) Increased 0.6%
- Students with disabilities: 6% (Orange) Increased 0.7%
- Foster Youth: 11.5% (Red) Increased 1.4%

Summary: The suspension rate for all students and for all subgroups increased from the previous year. For actions and services related to improving suspension rate, see page 45 of this LCAP (see motivation).

2022-2-023 Local Data

SUCCESS HIGHLIGHTS:
- All students in grades 2-6 showed improved proficiency on the ELA benchmark (+5%)
- Students in intermediate and high school show consistent growth over time on the District Writing Assessment (DWA)
- Grade point average for both intermediate and high school have increased (+0.17 and 0.23 respectively); rate of "F" grades has dropped by 2%
- Staff responses on annual survey for both student and staff climate overall have increased

- Parent response on annual survey regarding opportunities for parent involvement has increased

AREAS FOR GROWTH:
- Reclassification rates have dropped slightly from the previous year.
- Academic engagement, as measured on the Annual Strategic Plan survey in the areas of scholarly habits, motivation, and sense of belongingness has dropped from previous year
- Student responses on annual survey for conditions and climate (safety, bullying, and facilities) have decreased
- Student responses on annual survey for school safety and facilities maintenance have decreased

1. ACADEMIC PERFORMANCE

ENGLISH LANGUAGE ARTS BENCHMARKS (% Proficient)
Elementary (2nd-6th):
- All Students: 55% (+1)
- English Learners: 32%
- Students With Disabilities: 26% (+2)

Intermediate (7th-8th):
- All Students: 57% (-1)
- English Learners: 16.5% (+5.5)
- Students with Disabilities: 11% (-1)

9-12:
All Students: 54.5% (+3.5)
- English Learners: 14% (+1)
- Students with Disabilities: 12% (-5)

MATHEMATICS BENCHMARKS (% Proficient)
Elementary (2nd-6th):
- All Students: 62% (+5)
- English Learners: 49%
- Students with Disabilities: 38% (+8)

Intermediate (7th-8th):
- All Students: 72% (+2)
- English Learners: 28% (+4)
- Students with Disabilities: 28% (-10)

High School (9th-12th):

- All Students: 61% (+4)
- English Learners: 40% (+15)
- Students with Disabilities: 16% (+4)

Summary: Local indicators for English Language Arts and Math, as measured on District benchmark assessments, show that at the elementary level all students, as well as the English Learner and Students with Disabilities subgroups are showing improvement. At the secondary level, the Students with Disabilities subgroup has seen a slight decline in English Language Arts and Mathematics (with the exception being high school Math).

GRADE POINT AVERAGE:
- Intermediate GPA: 2.95 (+0.17)
- High School GPA: 2.97 (+0.23)
- High School F-Rate: 5% (-2%)

ENGLISH LEARNER PROGRESS: RECLASSIFICATION RATE
- District: 8.8% (-3.1)
- Elementary: 9.5% (-1.9%)
- Intermediate: 9.8% (-6%)
- High School: 6.7% (-4.5%)

Summary: For English Learner progress, reclassification rate has declined in all grade spans.

2. ACADEMIC ENGAGEMENT

ANNUAL STRATEGIC PLAN SURVEY (STUDENT RESPONSES)
- Scholarly Habits: 3.73 (-0.28)
- Motivation: 3.97 (-0.30)
- Belongingness: 3.71 (-0.44)

3. CONDITIONS AND CLIMATE

ANNUAL STRATEGIC PLAN SURVEY (STUDENT RESPONSES)
- Safety (Feeling Safe at School): 3.61 (-0.58)
- Safety (Bullying): 3.82 (-0.34)
- Facilities (Clean and well-maintained): 3.35 (-0.50)

(PARENT RESPONSES)
- Student Climate Overall: 4.20 (-0.05)
- Adult Climate Overall: 4.20 (-0.04)

- Opportunities for Parent Involvement: 4.34 (+0.08)

(STAFF RESPONSES)
- Student Climate Overall: 3.70 (+0.44)
- School Staff Climate Overall: 4.16 (+0.81)

For the next section, the following abbreviations apply:
- All: All students
- EL: English Learner
- FOS: Foster Youth
- HOM: Homeless Youth
- SED: Socioeconomically Disadvantaged
- SWD: Students with Disabilities
- AA: Black/African American
- AI: American Indian/Alaska Native
- AS: Asian
- HI: Hispanic
- MR: Multiple Races

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

- Barker Elementary (ATSI): Student groups in red - SWD for chronic absenteeism
- Carillo Elementary (ATSI): Student groups in red - SWD for ELA and math; EL, SED for chronic absenteeism; SWD for suspension rate
- Crosby Elementary (ATSI): Student groups in red - All, EL, SED, SWD, HI for suspension rate
- Heritage Elementary (ATSI): Student groups in red - SWD for chronic absenteeism
- Rosita Elementary (ATSI): Student groups in red - All, EL, SED, SWD, HI for chronic absenteeism
- Simmons Elementary (ATSI): Student groups in red - EL, SED for chronic absenteeism; All, SED, SWD, HI for suspension rate
- Zeyen Elementary (ATSI): All, SED, SWD for chronic absenteeism

- Alamitos Intermediate (ATSI): Student groups in red - SWD for ELA and Math; All, EL, SWD, HI for chronic absenteeism; All, EL, SED, HI for suspension rate
- Jordan Intermediate (ATSI): Student groups in red - SWD for ELA and Math; EL, SWD, HI for chronic absenteeism; EL, SWD, HI for suspension rate
- Ralston Intermediate (ATSI): Student groups in red - SWD in ELA; EL, SWD, HI for math; EL for chronic absenteeism; SWD for suspension rate

- Hare Continuation High School (CSI)(Equity Multiplier): School groups in red - All, EL, SED, HI for ELA and math; All for English Learner Progress, All, EL, SED, HI for College and Career
- Rancho Alamitos High School (ATSI): School groups in red - EL, SWD for ELA; EL, SWD, HI for math; SWD for chronic absenteeism; EL for suspension rate

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

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

- Bell Intermediate: SWD for math; SWD for chronic absenteeism
- Doig Intermediate: SWD for ELA; EL, SWD for suspension rate
- Fitz Intermediate: EL, SWD for ELA and math

- Irvine Intermediate: EL, SWD, HI for chronic absenteeism; All, EL, SED, SWD, HI for suspension rate
- Lake Intermediate: SWD for ELA; HI for chronic absenteeism
- Walton Intermediate: SWD for ELA; All, EL, SED, HI for chronic absenteeism

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

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

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

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

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

Reflections: Technical Assistance

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

For Hare Continuation High School (CSI-Low Performing):
CSI funds will be utilized for the following steps. Hare staff will conduct a needs assessment and root cause analysis using data to develop goals and action steps specific to student achievement in English Language Arts, Math, and College and Career Readiness. The expenditures will include the cost for professional development and data analysis. This will also include the need to pay for substitutes,

instructional materials, and extra duty. This plan will follow the Multi-Tiered Systems of Support for students in Tier 1 and Tier 2. In order to further support students in Tier 3 that are chronically absent, which causes them to lose crucial instructional time, CSI funds will help to pay for additional extra duty for Hare's Social Workers. They will be able to help students and families overcome barriers that may inhibit students from attending school and conduct casework.

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.

Marie Hare Continuation High School

Support for Identified Schools

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

Each year in the Spring, the Office of K-12 Educational Services (K-12) hosts a variety of workshops to support site administrators prepare for SPSA development, emphasizing data-driven decision making and the importance of SSC involvement. In addition, Teachers on Special Assignment (TOSAs) from K-12 are assigned to specific sites and are available to assist as needed throughout the development and implementation of the plans.

GGUSD School Plans for Student Achievement (SPSA/CSI) are developed by each school site with feedback from educational partners, including parents, students, and staff. In addition, data from the district's annual strategic plan survey is used to assist with program evaluations, plan development, and funding allocation. The survey is administered by the district in April to all students in grades three through twelve and to parents, and in May to all staff, with disaggregated data sent to each school site. The survey contains items that help measure progress in areas related to our Strategic Plan, such as scholarly habits, motivation, well-being, and school climate.

In addition to the strategic plan survey, the District hosts an annual LCAP Educational Partner's meeting to share data and elicit feedback from all Educational Partner groups. This information is compiled for district use in supporting school sites and is shared with sites to assist with developing and implementing their own goals and action steps.

Each school year the District department of Evaluation and Research provides sites with achievement data including information such as the CAASPP assessment (which includes the CAST and ELPAC assessments), district benchmarks, grades, graduation rates, suspensions and truancies, and college and career readiness. Each school site hosts quarterly School Site Council (SSC) meetings where this achievement

data along with strategic plan survey data are shared and used to evaluate perceived strengths and growth areas that fall within each of the District's three goals. These strengths and areas for growth are what drive the creation of the site's action plan. The SSC at each site is responsible for developing their SPSA/CSI Plan, with support provided by the District Office of K-12 Educational Services.

The district and school sites utilize evidenced-based strategies to address student needs and areas identified for growth. GGUSD administration and appropriate departments work with sites to engage in the process of Improvement Science to identify areas of concern, collect baseline data, develop goals, consider benefits and disadvantages of potential intervention options and, finally, select appropriate evidence-based programs and strategies. Data collected by the District and made available to sites is disaggregated in multiple ways including race and ethnicity, English Learner status, gender, grade level, and socio-economic status. Furthermore, data for individual students is made available when more specific information is needed. Representatives from the Departments of Instruction as well as Student Services and Special Education work alongside school sites to use this data to align to the most appropriate evidence-based strategies, including academic and socio-emotional. Each school site has a designated instructional Teacher on Special Assignment (TOSA) from K-6 or 7-12 Instruction, who is on campus at least one day per week to support administrators and teachers with implementation of interventions and strategies. TOSAs, who are trained in the most current educational pedagogy and research, are available to observe and provide feedback, collect data, and plan and facilitate professional development and problem solve as needed.

The GGUSD Department of Students Services has developed a menu of targeted student supports for schools that focus on supporting wellness and mental health. Examples of the intervention and supports include: social skills groups, mentoring, conflict resolution groups, positive behavior check-ins, restorative practices, mindfulness, anger management, growth mindset and motivation. GGUSD also offers robust school-based mental health (SBMH) services for students. GGUSD has school social workers, social work associates, school psychologists and school counselors that support the GGUSD SBMH program. Additionally, GGUSD contracts with three community agencies that provide SBMH services. The SBMH services that are provided in GGUSD consist of individual and group mental health counseling, which are provided at no cost.

As a result of the SSC and ELAC meetings at Marie Hare Continuation High School, a resource inequity that was identified was students come from their home high schools to Hare because they are credit deficient. This means that many, if not most of them are bussed in and cannot stay after school for tutoring, extended learning, or enrichment. Before and/or after school intervention programs would be beneficial for our students as a means of improving their progress towards mastery of standards and meeting their academic goals.

Monitoring and Evaluating Effectiveness

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

The District office collects and reports achievement data, English Learner data, attendance and suspension data, grades, and information related to college and career readiness and provides this information to sites. In addition, core content areas (ELA, History/Social Science, Math and Science) administer quarterly/trimester district benchmarks to monitor student progress towards mastery of standards. All of this data is used by site administration, during teacher collaboration, and by SSCs to evaluate the effectiveness of action plan strategies and to adjust as appropriate.

Furthermore, the Departments of K-6 and 7-12 Instruction continue to provide guidance and support to site Instructional Leadership Teams (ILTs), particularly emphasizing scaffolds for English Learners and struggling readers. Also, each site TOSA continues to interact with both teachers and administrators to support effective instruction in the classroom as well as site-specific professional development. TOSAs are well-versed in instructional, engagement, and assessment strategies as well as data collection and analysis.

Administration and Educational Partners at each site will continue to review and analyze data as it is available to offer guidance and suggestions for improvement throughout the school year. Sites will continue to host SSC and ELAC meetings to ensure that the plan is meeting the needs of all students and is reflective of the most current circumstances and the needs those circumstances present.

Engaging Educational Partners

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

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

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

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

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

	Additionally, GGUSD serves as its own Special Education Local Plan Area. The Assistant Superintendent serves as the SELPA administrator and participates in the educational partners engagement process throughout the year.
Parent Groups: • DELAC • Parent Advisory Group • All parents and guardians (Survey)	District Staff in the Office of K-12 Educational Services hosted parent planning and input sessions with DELAC on Oct. 12, 2023, and Parent Advisory on Dec. 7, 2023 to review performance data and to solicit feedback on progress toward District goals and use of funds. Attendees were asked to identify areas in which they felt the district was performing well and would like to see continue, to identify areas they felt would benefit from adjustment or improvement, and areas where they feel could or should be added to support student academic achievement and mental wellness. In addition, the annual Strategic Plan Survey was administered to all parents in April 2023 with 14,859 parents responding. Responses on this survey were considered in development of the 2024-2027 LCAP. Parent representatives from each of the above groups met again on the following dates: Parent Advisory Committee (PAC) on March 28, 2024 and District English Language Advisory Committee (DELAC) on May 23, 2024 to review the input of all educational partner groups, consider patterns and trends in responses, and to collect feedback and any additional input on the draft report. In each of these meetings, attendees were asked to review the input received from all educational partners and how that input was reflected in the current goals and proposed expenditures and to provide feedback as appropriate. In addition, in the PAC March 28th meeting parent representatives reviewed proposed action steps and provided suggestions for possible revisions. Parent representatives included parents of students who qualify for free and reduced lunch (NTSP), English learners, and students with disabilities, and input from the foster youth liaison has also been solicited to ensure that foster youth needs have been considered.
Bargaining Groups: • Ca. School Employees Assoc.	On October 30, 2023 District Leadership hosted an LCAP budget presentation meeting for representatives of all local bargaining units:

• GGEA Teachers Association • GGUSD Pupil Personnel Services • GGUSD School Administrators • All staff members (Survey)	Garden Grove Educators' Association (GGEA) consisting of certificated teachers and nurses, California School Employees Association (CSEA) representing classified employees, Garden Grove Pupil Personnel Services Association (GGPPSA) including our counselors, and Garden Grove School Administrators Association (GGSAA). At this meeting, the Assistant Superintendent of Business Services along with the Director of Business Services presented a state budget overview, a multi-year projection, and current and proposed expenditures as related to our LCAP goals. Subsequent to the budget presentation, District Staff in the Office of K-12 Educational Services held a meeting with all bargaining units on Nov. 16, 2023 to analyze and consider performance data and to gather input on progress toward District goals, actions, and expenditures. Attendees were asked to participate in a series of discussions to identify areas of success and areas needing consideration for improvement. Bargaining group members considered programs, strategies, and services within each of the District's three goals and to provide recommendations as to whether they should be continued, modified, or eliminated. In addition, the annual Strategic Plan Survey was administered to all classified and certificated staff members in May 2023 with 2,509 staff responding. Responses on this survey were considered in development of the 2024-2027 LCAP. On March 7, 2024 district administration and staff once again met with all bargaining groups to share the draft actions, and services and to elicit feedback.
Student Group: • Students on the Board Representative Council (BRC) • All students in grades 3-12 (Survey)	On November 28, 2023, district administration and staff met with students from the Board Representatives Council (BRC) to present outcome data for all three District goals and to collect feedback on progress toward those goals. Students were asked to discuss and collaborate on actions and services in which they felt were beneficial to student success and those that did not appear to be. Input was collected from discussion groups as well as from individual school representatives, as well as students being encouraged to return to their school sites to collect and submit further input from their peers.

	In addition, the annual Strategic Plan Survey was administered to all students in grades three through twelve in April 2023 with 24,528 students responding. Responses on this survey were considered in development of the 2024-2027 LCAP. Student representatives met again on April 23, 2024 to review the draft LCAP, particularly the input received from all educational partner groups, and how that input influenced the LCAP. Students were asked once again to comment on actions and services that they feel will be beneficial to their success and areas where there could be improvement or perhaps were missed altogether.
Hare Continuation High School (Equity Multiplier): • School Site Council (SSC) - Parents, Students, Staff • English Language Advisory Committee (ELAC)	As part of the SPSA development process, this year with an added focus on equity multiplier status, the following educational partner groups were consulted at the following meetings: SSC • Dates: March 13, 2024; April 24, 2024 • The SSC met to review outcome data and action step implementation to determine progress toward goals and effectiveness of actions. Specific areas of consideration were the red indicators of English Language Arts, math, English Learner progress, and college and career readiness. ELAC • Dates: March 13, 2024; April 24, 2024 • ELAC met to discuss progress of English Learners and Long-Term English Learners, as well as to review the EL Needs Assessment results.

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

Outcome data, feedback received from the annual strategic plan survey, and input from all educational partner groups was analyzed for relevant themes, to include both areas of success and need for growth as well as actions and services to continue, add or modify. These themes were then used to develop the 2024-2027 LCAP actions and services and their attached proposed expenditures. The four themes: 1) After school and summer expanded learning, 2) Scholarly habits, 3) School connectedness and belonging, and 4) College and career exploration and readiness are highlighted below along with where they can be seen in the LCAP actions.

AFTER SCHOOL AND SUMMER EXPANDED LEARNING
Action Step 1A(3) – Extended Learning Programs and Special Programs – Page 17
Action Step 1B(3) – Extended Learning Opportunities and Special Programs to Support English Learners – Page 22
Action Step 2A(3) - Credit Recovery – Page 31

1. Student Input to support continuation or addition of actions

(Annual Survey):
- Students are provided opportunities to receive tutoring or intervention support when needed" (85%)
- Adults at my school go out of their way to help students (75%)

(In-person meeting; sample responses)
- At least at my school I've recognized the increased opportunities for students to enhance their learning and an increase in students' willingness to participate.
- Something we do well is provide support to students who need or want academic help, however many students may not be aware of this available support, so something we could improve on is getting the message across to all students that academic support is accessible.
- The expansion of before and after school academic support has proven to be very beneficial based on what I have observed on my campus. The individual time to consult a tutor or teacher is reassuring when students have few opportunities to do so in class.
- I believe we are doing well in providing many programs both after school and during school hours. This creates opportunities for students that may be struggling in any of their academics and where they can comfortably ask for help. Something we should improve on is how exactly students can learn more about these certain opportunities and spread the importance of them. Many students have extracurriculars or sports and we need to make sure everyone can participate in these resources.

2. Parent input to support continuation or addition of actions

(Annual Survey):
- If my child struggles academically, the school will provide extra help (82%)
- The school has staff who go out of their way to help my child when they need it (85%)

(In-person meeting; sample responses)
- This year at our school there is after school program for one hour only two days a week, my child would like it to be provided every day.
- Before and after school is a great idea and effort of the GGUSD. However, we should make those students registered/enrolled into those classes, not leaving it to them to take that by choice.
- Tutoring resources are available - awesome.
- I love that you provide help at schools, after school programs, before school. Tutoring for our students.

- You are excellent in tutoring for students by teacher referral, but there should be more tutoring and an increase in the number of students not referred.

3. Staff input to support continuation or addition of actions

(Annual Survey):
- All staff focus on academic success for all students (73%)

 (In-person meeting; sample responses)
- Successes: increasing summer program opportunities; ELO opportunities for both academic and SEL; ELO intervention before and after school
- Expand summer programs to more sites

Summary – After School and Summer Expanded Learning:

Parents, students, and staff all felt that the district was doing a good job providing after school and summer expanded learning, especially with regard to higher numbers of students attending. The Parent Advisory Committee and several student members even highlighted the connection between more students attending and the academic outcomes data. However, there was a general agreement that a greater variety of classes/subjects offered would be beneficial, as would more opportunities for students to self-select rather than just inviting targeted groups of students. Furthermore, students at the high school level felt that improvement was needed in the dissemination of information regarding the availability and importance of academic tutoring opportunities.

SCHOLARLY HABITS AND SELF-REGULATION
Action 1C(1) – Self-Regulatory Skills – Page 27
Action 2A(1) – Practices that Build Motivation – Page 31

Student input to support continuation or addition of actions

(Annual Survey):
- I get work done right away instead of waiting until the last minute (47%)
- I pay attention in class even when there are distractions (53%)
- I ask questions in class when I don't understand (54%)
- I know how to study so I do well on tests (54%)
- I ask questions in class when I don't understand (55%)

(In-person meeting; sample responses):
- One area of improvement would be targeting individual motivation and willpower to succeed in school. It is a prominent trait of younger high school students to procrastinate and under prioritize their studies.
- One thing we need to improve is having those opportunities of additional support to students to become more prepared in school.

- Personally I know how and when to study now that teachers are willing to engage with their students and willing to identify areas of growth.
- Things to improve is pacing AP students with their assignments and classwork.

Parent input to support continuation or addition of actions

(Annual Survey):
- My child knows how to study for tests (62%)
- My child finishes homework even when there are things they would rather be doing (78%)

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

Staff input to support continuation or addition of actions

(Annual Survey):
- Most students come to class prepared (76%)
- Students at this school know how to study for tests (53%)
- Most students at this school pay attention, even when there are distractions (74%)
- Students ask questions when they don't understand (70%)

(In-person meeting; sample responses):
- Success: lessons to support scholarly habits
- Area for improvement: AVID strategies for the entire school, not just AVID classes
- Area for improvement: how to improve study skills (what does it look like K-6, 7-8, 9-12?) Need alignment
- Area for improvement: how do we incorporate study skills/life long skills at all levels (K-12) so we continually build on academic+personal?

Summary – Scholarly Habits and Self-Regulation:

Survey data and in-person responses indicate the need for more support with scholarly habits. While AVID has been expanding to more grade levels, there is a desire and need for AVID-type strategies schoolwide. Students who are not in the AVID elective class would benefit from exposure and instruction to the same type of study skills taught and reinforced in the AVID elective class. Furthermore, the bargaining

groups specifically identified the need for an articulation of skills from lower to higher grades.

SCHOOL CONNECTEDNESS AND BELONGING
Action 2A(2) – Attendance – Page 31
Action 2B(2) – School Connectedness – Page 36
Action 2C(1) – Welcoming Climate – Page 40

Student input to support continuation or addition of actions

(Annual Survey):
- I am happy to be at my school (56%)(29% neutral)
- I feel like I am part of this school (56%)(30% neutral)
- I have opportunities to participate in sports, clubs, programs, electives, or activities at this school that I enjoy (80%)
- At my school there is at least one adult who notices when I am not there (67%)

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

Parent input to support continuation or addition of actions

(Annual Survey):
- My child is happy to be at this school (89%)
- This school offers opportunities for students to participate in [extra-curricular] activities (89%)
- This school is a supportive and inviting place for students to learn (90%)

(In-person meeting; sample responses):
- I really like that in my kid's school there is extra activities like choir, AVID, etc. and that motivates the students to do better in the classroom.
- I think that to keep the motivation going, there should be more extracurricular activities.
- Improve with music, sports, art, and activities for the kids to be motivated and go to school.
- More funding for extra activity, that motivates students to do better.
- My child feels motivated to participate in school activities.
- District needs to promote sports, music, art, etc.
- I like that the schools have a lot of clubs, that way the students can have the opportunity to have a good time
- More opportunities to be part of the different social groups of the school.
- What they are doing at my son's school is more activities for the children like sports and events.

- Sports, music, art, and clubs are very good. They help our children stay busy and not think negative things.
- Focus and give more money to our schools for sports and additional classes music, photography, kitchen, and art

Staff input to support continuation or addition of actions

(Annual Survey):
- Students are happy to be at this school (93%)
- Students have at least one adult at the school who really cares about them (88%)
- This school is a supportive and inviting place for students to learn (95%)

(In-person meeting; sample responses):
- Need to do the research, we believe offering enrichment type activities and electives encourages attendance
- Increase access to VAPA activities at the intermediate level
- CTE, more hands-on
- Need more hands on programs
- Advertise out CTE pathways more

Summary- School Connectedness and Belonging:

There was a consensus that student participation in extra-curricular activities and electives classes (such as VAPA and CTE pathways) increases student motivation to be in school and can positively influence their sense of belongingness. [For CTE pathways actions see Goal 3]. Additionally, a focus on PBIS should continue because it helps to build community for students, parents, and staff.

COLLEGE AND CAREER EXPLORATION AND READINESS
Action 3A(1) – College/Career Programs and Events – Page 45
Action 3A(2) – Mentoring, School Programs, and A-G Awareness – Page 45
Action 3A(3) – College Entrance and Readiness – Page 45
Action 3B(2) – College/Career Pathways and Options – Page 49

Student input to support continuation or addition of actions

(Annual Survey):
- Adults at this school encourage me to work hard so I can be successful in college or at the job I choose (85%)

(In-person meeting; sample responses):
- What you guys are doing well in my opinion I is pushing us students to figure out plans for our future. Whether it is a back up plan or a stable plan, staffs always want us to be prepared.

- I think something you could improve is focusing more on helping students prepare themselves for college and which college to go to, but I also think you guys are doing good on helping seniors when it gets closer to graduating helping them discover what their next step is after high school.
- I think our district and schools offer a spectrum of courses that allow us to explore our career interests, however I would like to see career planning broaden.
- I think post-secondary education is emphasized, but as a district we should stretch our teaching about potential career paths.
- The district is doing well in having students who do succeed in the future and providing opportunities (AP classes, dual enrollment). A concern is how students feel about the future (feel unprepared for life after graduation).

Parent input to support continuation or addition of actions

(Annual Survey):
- My child's school (or the district) promotes practical opportunities for parents and students to learn about college and/or career options (85%)

(In-person meeting; sample responses)
- Our district does a great job of preparing our students so they can be ready for their college education.
- Everything that is being done is great, my children are motivated to pursue higher education.
- I want my children to go through the process of learning more about jobs. In the end, it is important to have a job that you like.
- There needs to be more resources for college and higher education.
- I think it would be helpful if my children could learn about the career preparation process of seniors and their lives after high school.
- I like how you prepare students to go to college or university.
- I think there is still missing some type of assistance to students before they take off to college so they know what career to choose.
- Need early exposure to info about college + AP classes + career readiness
- I think if you have a program to introduce and talk about careers to them so they have ideas about new careers
- Consider having a district career day as there are new careers that do not require a degree or new careers we don't know about.
- Teach them that if they can't go to college/university they can also have the option of a technical career.

Staff input to support continuation or addition of actions

(Annual Survey):
- All staff encourage students to work hard so they can be successful in college or their career

(In-person meeting; sample responses):
- Success: More CTE pathways
- Success: Dual enrollment classes and ECA program
- Success: Counselor-facilitated college/career lessons
- Improvement: More information to create awareness of CTE pathways
- Improvement: If college is not a student's desire, how do we get those students career ready?

Summary – College and Career Exploration and Readiness:

Parents, students, and staff all agree that the supports provided for college-readiness are showing success (AP and ECA classes, guidance with college applications and financial aid, creating a college-going culture, etc). They also agree, however, that there is a need for students, beginning in the younger grades and moving forward, to have more exposure to various career opportunities and the requirements necessary to pursue a chosen career.

HARE HIGH SCHOOL EQUITY MULTIPLIER EDUCATIONAL PARTNER FEEDBACK

Feedback received from Educational Partners at Hare High School as part of the consultation and SPSA development process include the following:
- More support for students in the English and math classes, and if needed, provide training for teachers
- Metrics for Hare should be based on the CA Dashboard, broken out by specific subgroups to assist with monitoring progress
- Continue to offer and even expand on the CTE classes and pathways available to students

Discussions with Educational Partners highlighted the importance of prioritizing academic improvement leading to the Equity Multiplier focused goal of English Language Arts and math. It was agreed upon that classroom scaffolds and co-curricular interventions in English Language Arts would also support English Learners with making progress towards English proficiency and towards meeting the academic area of the College and Career Indicator. The school will continue to support improvement in the area of College and Career Readiness by building upon the work already begun with CTE, but an additional goal is not needed.

For details regarding Hare High School's ELA and math focused Equity Multiplier goal, see page 69 of this LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Standardized Assessment (CAASPP)* Proficiency Rate-District Overall Percent of Students met or exceeded standards ENGLISH LANGUAGE ARTS	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 58% • EL: 23.4% • FY: 44.7% • SED: 53.5% • SWD: 19.9%			Maintain or Improve by 1% From Previous Year	
1.2	State Standardized Assessment (CAASPP)* Proficiency Rate-District Overall Percent of Students met or exceeded standards MATHEMATICS	District Wide: 48% • EL: 22.1% • FY: 28.8% • SED: 42.4% • SWD: 16.7%			Maintain or Improve by 1% From Previous Year	
1.3	District Assessments (T3/Q3)* Proficiency Rate-District Overall Percent of Students met or exceeded standards ENGLISH LANGUAGE ARTS	District Wide: 56.79% • EL: 30.89% • FY: 37.21% • SED: 53.74% • SWD: 20.87%			Maintain or Improve by 1% From Previous Year	
1.4	District Assessments (T3/Q3)* Proficiency Rate-District Overall	District Wide: 60.83% • EL: 49.09% • FY: 45.24% • SED: 57.91% • SWD: 33.92%			Maintain or Improve by 1% From Previous Year	

	Percent of Students met or exceeded standards MATHEMATICS					
1.5	Grade Point Average/Report Cards Average 9-12 Grade Point Average District Overall	District Wide: 2.95 • EL: 2.57 • FY: 2.57 • SED: 2.93 • SWD: 2.70			Maintain or Improve by 1% From Previous Year	
1.6	Grade Point Average/Report Cards High School Rate of D Grades District Overall	District Wide: 7.93% • EL: 11.45% • FY: 12.15% • SED: 8.29% • SWD: 11.95%			Maintain or Improve by 1% From Previous Year	
1.7	Grade Point Average/Report Cards High School Rate of F Grades District Overall	District Wide: 5.56% • EL: 10.91% • FY: 9.99% • SED: 5.68% • SWD: 6.97%			Maintain or Improve by 1% From Previous Year	
1.8	Grade Point Average/Report Cards Average 7-8 Grade Point Average District Overall	District Wide: 2.95 • EL: 2.53 • FY: 2.45 • SED: 2.92 • SWD: 2.69			Maintain or Improve by 1% From Previous Year	
1.9	Special Education Identification Rate* Overall Districtwide Rate (K-12 District Service) District Overall Source: CA Dashboard	14%			Maintain or Improve by 1% From Previous Year	
1.10	Appropriate Teacher Assignment and	85%			Maintain 100%	

	Credentialing Rate – District Overall Source: CA Dashboard					
1.11	Access to Standards-Aligned Curriculum and Materials Maintain full compliance with expected timelines and targets related to standards implementation and materials. Source: CA Dashboard	0 Findings			Maintain 100% or Improve From Previous Year	
1.12	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) Student Overall Support for Academics	District Wide: 3.96 • EL: 4.01 • FY: 3.91 • SED: 3.96 • SWD: 3.95				Maintain or Improve Above 3.0	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1A(1)	IMPLEMENTATION OF CALIFORNIA STATE STANDARDS AND TEXTBOOK CURICULUM MATERIALS	Implement board-adopted textbooks and curriculum materials aligned to the CA State Standards, units of study and pacing guides aligned to the standards, and assess student achievement and progress using district benchmarks.	$4,840,965.00	No
1A(2)	PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT	Continue to maintain a strong program of professional development and support for staff, especially to provide increased/improved services for educationally disadvantaged students (students eligible for free or reduced lunch (NSLP/low income), English Learners, Foster Youth.	$15,071,141.00	Yes
1A(3)	EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS	Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs. Continue to offer intervention/tutoring programs and evidence-based programs for students performing below grade-level standards, principally directing outreach and services to students who are eligible for free or reduced priced meals (NSLP/low income), English Learners, and Foster Youth. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.	$25,081,229.00	Yes

1A(4)	RESOURCES TO SUPPORT ALL CONTENT AREAS	Maintain/Increase site-level instructional supply budgets and/or resources to support classroom needs in all content areas. Increased/Improved services to students will be principally directed to support targeted students (NSLP/low income eligible students, English Learners, and Foster Youth) and increase hands-on learning opportunities and real-world application of concepts taught in content areas.	$45,741,186.00	Yes
1A(5)	STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING	Provide instructional support personnel to address student needs in the classroom. LEA-wide instructional support staff services are principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth by allowing for smaller instructional groupings, one-on-one tutoring, and differentiated instruction. In addition, appropriate student supports for social-emotional, mental, behavioral, nutritional, and physical wellness will be provided.	$44,189,306.00	Yes
1A(6)	STAFFING AND INSTRUCTIONAL SUPPORT: NON-CONTRIBUTING	Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees and monitor credentials and certificates to ensure hired staff is properly qualified and able to provide high-quality services for all students.	$302,091,692.00	No
1A(7)	ASSESSMENT AND DATA ANALYSIS	Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. Use multiple types of assessments to measure achievement and use data to inform instruction and use data to identify students with targeted instructional needs. LEA-wide assessment and data analysis services are principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth, by allowing for disaggregated data by subgroups in order to better assess student needs.	$642,963.00	Yes
1A(8)	FOSTER AND HOMELESS YOUTH SUPPORT	Provide supplementary services for foster and homeless youth. Maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth within the district. Allocate	$274,328.00	Yes

		funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs.		
1A(9)	Specialized Academic Instructional Services and Access to Curriculum	Provide specialized academic instructional services at every school for students with disabilities and increase (or broaden) curriculum access for all students, ensuring they are well-prepared for lifelong success. This action step is principally directed for students with disabilities.	$110,761,853.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	English Language Proficiency Assessment of California (Summative ELPAC)* (English Learners) ELPAC Criterion for English Learner Proficiency District Overall	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 23% • EL: 22.96% • FY: 20.83% • SED: 23.62% • SWD: 10.47%			Maintain or Improve by 1% From Previous Year	
1.14	English Language Proficiency Assessment of California (Summative ELPAC)* (Long-Term English Learners) ELPAC Criterion for English Learner Proficiency District Overall	District Wide LTEL: 25.72% • EL: 22.96% • FY: 20.00% • SED: 25.60% • SWD: 12.08%			Maintain or Improve by 1% From Previous Year	
1.15	English Learner Reclassification Rate* Percent of Students Re-designated to Fluent English (English Learners) Proficient (FEP) District Overall	District Wide: 8.80% • EL: 8.80% • FY:0.08% • SED: 87.25% • SWD: 5.58%			Maintain or Improve by 1% From Previous Year	
1.16	English Learner Reclassification Rate*	1.9%			Maintain or Improve by 1%	

	(Long-Term English Learners) Percent of Students Re-designated to Fluent English Proficient (FEP) District Overall				From Previous Year	
1.17	State Standardized Assessment (CAASPP)* (English Learner Sub-Group) Proficiency Rate-District Overall Percent of Students met or exceeded standards ENGLISH LANGUAGE ARTS	24%			Maintain or Improve by 1% From Previous Year	
1.18	State Standardized Assessment (CAASPP)* (English Learner Sub-Group) Proficiency Rate-District Overall Percent of Students met or exceeded standards MATHEMATICS	22%			Maintain or Improve by 1% From Previous Year	
1.19	District Assessments (T3/Q3)* (English Learner Sub-Group) Proficiency Rate-District Overall Percent of Students met or exceeded standards ENGLISH LANGUAGE ARTS	24%			Maintain or Improve by 1% From Previous Year	

1.20	District Assessments (T3/Q3)* (English Learner Sub-Group) Proficiency Rate-District Overall Percent of Students met or exceeded standards MATHEMATICS	43%			Maintain or Improve by 1% From Previous Year	
1.21	Equity Multiplier Metric for Hare Continuation High School: (Subgroup: English Learners) English Language Proficiency Assessment of California (Summative ELPAC)* % Making Progress Towards English Language Proficiency	33%			Improve by 1% From Previous Year	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1B(1)	ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT	Implement a research-based English language development program designed to meet the instructional needs of English Learners, and Long-Term English Learners, and provide ongoing professional development opportunities to support teachers with implementation of structured and explicit language instruction and strategies. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.	$1,090,311.00	Yes
1B(2)	SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress. Continue to support RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting RFEP students. This helps to support students that were English Learners that have reclassified.	$50,000.00	Yes
1B(3)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT ENGLISH LEARNERS	Provide students with opportunities for English language development programs and heritage language programs in afterschool or summer programs. Continue to promote and support biliteracy and the preservation of heritage language. Honor the rich linguistic and cultural assets of the District and communicate that mastery of two or more languages is an important skill enabling effective participation in a global, political, social, and economic context. Continue to offer the State Seal of Biliteracy to graduating seniors to recognize students who are able to demonstrate	$7,981,798.00	Yes

		proficiency in English and a language other than English. Extended Learning Opportunities provide targeted interventions based upon student needs. This includes targeted after school programs for English Learners. English Learners support can be measured using metric 1.12, 1.14,1.16, 1.17, 1.18, 1.19. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.		
1B(4)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS	Expand and improve extended learning opportunities and special programs for both internvetion and enrichment needs. Continue to offer intervention/tutoring programs and evidence-based programs for students performing below grade-level standards, principally directed to support Long Term English Learners.	$101,086.00	Yes
1B(5)	ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION	District and school staff will implement outreach activities to engage the parents/guardians of English learners in a home-school-community partnership. Address barriers to participation and provide opportunities for parent/guardian participation.	$6,197,201.00	Yes
1B(6)	ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL	Provide personnel and support services for English learners, including guidance to district and site staff around programs and practices, assessment, data and analysis, professional development and communication with parents and the community.	$4,967,990.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

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

1.26	Work Habits Scale O=4, S=3, N=2, U=1 Grades 9-12 High School District Overall Source: Student Report Cards	3.02			Maintain/Improve Above 3.0	
1.27	New Metric (Student Technology Needs)	Percentage of students who require district-provided technology to access curriculum. District Wide: TBD EL: TBD FY: TBD SED: TBD Baseline value will be entered upon data collection in 2025.			Percentage of students who require district-provided technology to access curriculum. District Wide: TBD EL: TBD FY: TBD SED: TBD Target to be determined upon collection of baseline data	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1C(1)	SELF-REGULATORY SKILLS	Continue to build self-regulatory skills in all students at all levels using AVID strategies and the GGUSD FAR model as a foundation. Support for this action step includes but is not limited to hiring college tutors and mentors, and professional development for teachers. (AVID strategies include, but are not limited to, goal setting, organization, time management, study groups, ways to ask for help, and effective ways to study; the GGUSD FAR model focuses on growth mindset, motivation, and self-regulation).	$11,757.00	No
1C(2)	TECHNOLOGY	This action step enhances technology support throughout the district, with an emphasis on sites with high concentrations of students who qualify for the NSLP/low incom, English Learners, Re-designated Fluent English Proficient Pupils, and foster youth. Provide and maintain classroom technology in the form of student and staff devices and software programs in order to increase opportunities for students to utilize technology in the core programs, both in-person and on-line. In addition, implement the key actions included within the District Technology Plan in order to build 21st century skills.	$12,236,789.00	Yes
1C(3)	LIBRARIES	This action step enhances access to libraries and literacy with an emphasis on sites with high concentrations of students who qualify for the NSLP/low income, English Learners, Re-designated Fluent English Proficient Pupils, and foster youth. Additionally, upgrade or maintain library	$2,365,957.00	Yes

		services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Growth Mindset	(All baseline data in this LCAP is from the 2022-2023 school year.) 3.91			Maintain or improve above 3.0	
2.2	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Self-Efficacy	3.97			Maintain or improve above 3.0	
2.3	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Expectations	4.04			Maintain or improve above 3.0	
2.4	Attendance Rates* Attendance Period (Period 10) District Overall Source: CALPADS	93.6%			Maintain or Improve by 1% From Previous Year	
2.5	Attendance Rates* Chronic Absenteeism District Overall Source: CA Dashboard	District Wide: 20.7% • EL: 25.6% • FY: 40.6% • SED: 23.6% • SWD: 31.8%			Maintain or Improve by 1% From Previous Year	

2.6	Dropout Rate* (Middle School) District Overall Source: CALPADS	0.045%			Maintain or Improve by .045% From Previous Year	
2.7	Dropout Rate (High School) District Overall Source: CDE DataQuest	5.3%			Maintain or Improve by 1% From Previous Year	
2.8	High School Graduation Rate* (Overall) District Overall Source: CA Dashboard	District Wide: 92.7% • EL: 84.5% • FY: 75% • SED: 92.8% • SWD: 77.7%			Maintain or Improve by 1% From Previous Year	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2A(1)	PRACTICES THAT BUILD MOTIVATION	Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk. Continue to support motivation in all classrooms at all grade levels, using AVID Strategies, the GGUSD FAR Model, and MTSS.	$20,000.00	No
2A(2)	ATTENDANCE	Expand/Refine programs that address attendance, truancy, and chronic absenteeism. Review data to identify needs and implement programs and strengthen partnerships that support attendance rates, with actions, services and funds principally directed towards our students who qualify for free or reduced meals (NSLP), English Learners, and Foster Youth. For school sites that are identified for Technical Assistance (ATSI, CSI) in the area of chronic absenteeism: 1) With support from the District Office, provide training to staff regarding issues related to attendance and on how to use the Attention2Attendance program to analyze data, and generate and send letters home regarding student absences. 2) Utilize the expertise of District-facilitated consultants to provide families with information and resources addressing potential underlying causes of student absences. 3) Utilize School Community Liaisons to support families with regard to student absences. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.	$973,626.00	No

2A(3)	CREDIT RECOVERY	Maintain and increase credit recovery and other programs that support the goal for all students to graduate from high school, to include but not limited to summer school, after school, and on-line classes. This action is principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth in order to ensure students have multiple opportunities to earn all required high school graduation requirements.	$46,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Analysis of responses on the 2023 District Strategic Plan Survey shows 56% (-22%) of students reporting agree or strongly agree to the statement "I am happy to be at my school" and 56% (-18%) reporting agree or strongly agree to the statement "I feel like I am part of this school".

Feedback received from Educational Partners during the LCAP development process highlights the work already taking place around addressing and supporting mental wellness and school connectedness, and both students and parents indicate that there is a continued need for easy access to resources and services. Actions and services in this goal are focused on ensuring that students are supported as individual human beings with differing mental and emotional needs and struggles. The effectiveness of these action steps will be measured using the metrics below.

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

Measuring and Reporting Results

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

	Source: Student Report Cards					
2.14	Citizenship (Grades 7-8) Scale O=4, S=3, N=2, U=1 District Overall Source: Student Report Cards	3.34			Maintain or Improve Above 3.0	
2.15	Citizenship (Grades 9-12) Scale O=4, S=3, N=2, U=1 District Overall Source: Student Report Cards	3.25			Maintain or Improve Above 3.0	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2B(1)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING)	Provide personnel, programs and practices to support the mental, physical, social, and emotional well-being of students and families. This action is principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth in order to ensure address social emotional wellbeing and mental wellness.	$6,202,238.00	Yes
2B(2)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (NON-CONTRIBUTING)	Provide personnel, programs and practices to support the mental, physical, social, and emotional well-being of students and families.	$19,769,672.00	No
2B(3)	SCHOOL CONNECTEDNESS	Provide opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, assemblies, field trips, etc.). Provide schools with guidance, support, and resources to increase students' sense of belonging and school connectedness.	$4,624,832.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

2.21	Annual District Survey (Grades 3-12) Scale: 1 (low) to 5 (high) District Overall Facilities Maintenance: Well-maintained*	3.40			Maintain or Improve Above 3.0	
2.22	Annual District Survey (Staff) Scale: 1 (low) to 5 (high) District Overall Student Climate Overall*	3.70			Maintain or Improve Above 3.0	
2.23	Annual District Survey (Staff) Scale: 1 (low) to 5 (high) District Overall School Staff Climate Overall	4.16			Maintain or Improve Above 3.0	
2.24	Annual District Survey (Parents) Scale: 1 (low) to 5 (high) District Overall Student Climate Overall*	Districtwide: 4.20 • EL: 4.08			Maintain or Improve Above 3.0	
2.25	Annual District Survey (Parents) Scale: 1 (low) to 5 (high) District Overall Adult Climate Overall	4.20			Maintain or Improve Above 3.0	
2.26	Annual District Survey (Parents) Scale: 1 (low) to 5 (high) District Overall	4.34			Maintain or Improve Above 3.0	

	Opportunities for Parent Involvement*					
2.27	Student Suspension Rate* Source: CA Dashboard	District Wide: 3.2% • EL: 4.4% • FY: 11.5% • SED: 3.6% • SWD: 6.0%			Maintain or Improve Below 3.5%	
2.28	Student Expulsion Rate* District Overall Source: CDE DataQuest	0.0%			Maintain or Improve Below 0.1%	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2C(1)	WELCOMING CLIMATE	Maintain caring and motivating schools that welcome diversity and respect for all staff, parents, and students utilizing but not limited to programs such as PBIS (positive behavior interventions), "no place for hate", and restorative practices. In addition to supporting positive campus climates in general, the actions and services in this action step are designed to reduce the suspension rate for all students, but are principally directed towards our students who qualify for free or reduced lunch (NSLP), English Learners, and Foster Youth. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.	$2,160,790.00	No
2C(2)	PARENT/COMMUNITY OUTREACH	Maintain a Parent and Community Outreach office to serve as a link to community resources and to provide guidance, support, and training to parents/guardians, teachers, administrators, and support staff. Coordinate parent education and community outreach meetings, develop and encourage high-quality parent programs and parental involvement opportunities at school sites, and provide professional development opportunities in parent education programs.	$754,282.00	No
2C(3)	COMMUNICATION	Utilize communication resources such as the district website and Parent Square to keep all community partners engaged and informed, and implement communication guidelines to facilitate effective internal and external communication.	$1,652,283.00	No
2C(4)	FACILITIES MAINTENANCE	Ensure that schools and other district facilities are clean and well-maintained. Facilities maintenance contributes to overall school climate, an important factor for academic achievement.	$77,542,786.00	No

2C(5)	CAMPUS SAFETY	Ensure campus safety via ongoing analysis and adjustment of safety and discipline protocols. Refine emergency response/safe schools protocols working in partnership with local law enforcement.	$6,085,928.00	No
2C(6)	CLIMATE AND CULTURE TRAINING FOR ALL STAFF	Continue to provide on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees) on topics related to establishing and maintaining welcoming and inclusive schools and work places. Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.	$49,500.00	No
2C(7)	PROVIDE SUPPORT TO PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS	Provide opportunities for parents of pupils with exceptional needs to participate in programs such as but not limited to the Community Advisory Committee (CAC) and Life After High School for parents of students with disabilities.	$25,000.00	No
2C(8)	TRANSPORTATION	Provide free transportation for students to ensure their ability to get to and from school each day in a safe and secure manner.	$19,563,720.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. College and career readiness data analyzed included the GGUSD A-G rate (60.3%), AP test pass rate (71.3%) and Early Assessment Program pass rate (38.7% ELA Ready; 27.5% ELA Conditional; 18.3% Math Ready; 20.7% Math Conditional). Feedback received from Educational Partners during the LCAP development process highlighted the need for strong support in the area of college and career readiness as well as lifelong success. Actions and services in this goal are aimed at increasing A-G rates and improving student achievement on college-readiness examinations, with the effectiveness of these actions to be measured using the metrics below. • Note: The LCAP includes metrics and outcome data for measuring district wide and equity multiplier school site progress. Metrics and outcome data for individual school sites can be found in each school's School Plan for Student Achievement (SPSA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A -G Rates* Students attending 4-years in GGUSD District Overall Source: CA Dashboard	(All baseline data in this LCAP is from the 2022-2023 school year.) District Wide: 59.8% • EL: 30.3% • FY: 26.7% • SED: 57% • SWD: 12%			Maintain or Improve by 1% From Prior Year	
3.2	A-G Rates and CTE Sequences or Programs of Study* Source: CA Dashboard	District Wide: 17.2% • EL: 9.3% • FY: 0.0% • SED: 16.4% • SWD: 3.4%			Maintain or Improve by 1% From Prior Year	
3.3	CTE Sequences or Programs of Study* Source: CA Dashboard	District Wide: 29.7% • EL: 30.2% • FY: 5.0% • SED: 29.9% • SWD: 26.8%			Maintain or Improve by 1% From Prior Year	
3.4	Early Assessment Program (EAP)* College-Ready (English Language Arts) District Overall Source: CAASPP Assessment	39%			Maintain or Improve by 1% From Prior Year	

3.5	Early Assessment Program (EAP)* College-Ready, Conditional (ELA) District Overall	28%			Maintain or Improve by 1% From Prior Year	
	Source: CAASPP Assessment					
3.6	Early Assessment Program (EAP)* College-Ready (Math) District Overall	18%			Maintain or Improve by 1% From Prior Year	
	Source: CAASPP Assessment					
3.7	Early Assessment Program (EAP)* College-Ready, Conditional (Math) District Overall	21%			Maintain or Improve by 1% From Prior Year	
	Source: CAASPP Assessment					
3.8	PSAT Exam (Districtwide Average Scores, 10th Grade) Total Score Overall District Overall	921			Maintain or Improve by 1% From Prior Year	
	Source: College Board					
3.9	PSAT Exam (Districtwide Average Scores, 10th Grade)	458			Maintain or Improve by 1% From Prior Year	

	Evidenced-Based Reading and Writing District Overall Source: College Board				
3.10	PSAT Exam (Districtwide Average Scores, 10th Grade) Math District Overall Source: College Board	463			Maintain or Improve by 1% From Prior Year
3.11	SAT Exam (Districtwide Average Scores) Total Score Overall District Overall Source: College Board	1240			Maintain or Improve by 1% From Prior Year
3.12	SAT Exam (Districtwide Average Scores) Critical Reading District Overall Source: College Board	610			Maintain or Improve by 1% From Prior Year
3.13	SAT Exam (Districtwide Average Scores) Math District Overall Source: College Board	630			Maintain or Improve by 1% From Prior Year

3.14	Advanced Placement (AP) AP Pass Rates* (exam scores 3, 4, 5) District Overall Source: College Board	71%			Maintain or Improve by 1% From Prior Year	
3.15	Advanced Placement (AP) AP Test Takers (test takers/9-12 enrollment) District Overall Source: College Board	29.4%			Maintain or Improve by 1% From Prior Year	
3.16	Advanced Placement (AP) AP Enrollment Rates (# of student enrolled in at least one AP class/9-12 enrollment) District Overall Source: College Board	28.6%			Maintain or Improve by 1% From Prior Year	
3.17	College and Career Readiness Indicator Source: CA Schools Dashboard	District Wide: 57.1% • EL: 24.4% • FY: 20% • SED: 54.8% • SWD: 12.5%			Maintain or Improve by 1% From Prior Year	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3A(1)	COLLEGE/CAREER PROGRAMS AND EVENTS	Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways. This action is principally directed to support identified needs of NSLP/low income eligible students, English Learners, and foster youth in order to provide students access and opportunity to be college and career ready.	$127,250.00	Yes
3A(2)	MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS	Provide services and opportunities for all students to complete A - G subject requirements (courses required for minimum eligibility to enroll in a four-year university), including but not limited to "D" validation, as well as assistance with completing requirements for college admissions and financial aid acquisition. The actions and services in this action step are designed to increase the college and career readiness rate for all students, but are principally directed towards our students who qualify for free or reduced lunch (NSLP/low income), English Learners, and Foster Youth.	$8,851,700.00	Yes

		See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.		
3A(3)	COLLEGE ENTRANCE AND READINESS	Using the California College Guidance Initiative (CCGI) tools and resources, provide support programs and practices related to college/career readiness, as well as ensuring equitable and open access to Advanced Placement and Early College Academy courses to support all students with college entrance and readiness.	$134,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

3.21	Persistence Rate Overall Enrollment in post-secondary institutions District Overall Source: Student Tracker	92%			Maintain or Improve by 1% From Prior Year
3.22	Persistence Rate Enrollment at 4-year college or university District Overall Source: Student Tracker	87%			Maintain or Improve by 1% From Prior Year
3.23	Persistence Rate Enrollment at 2-year college or university District Overall Source: Student Tracker	82%			Maintain or Improve by 1% From Prior Year
3.24	Future Educational Goals Annual District Survey (Grades 3-12) Plan to obtain 2-year, 4-year, or advanced degree District Overall	2-Year: 10% 4-Year: 39% Adv Deg: 32%			Maintain or Improve by 1% From Prior Year

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3B(1)	STUDENT TRACKER	Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor graduates' persistence through and graduation from post-secondary education to gain a better understanding of how to assist current high school students better prepare for the rigor and challenges of post-secondary education.	$4,000.00	No
3B(2)	COLLEGE / CAREER PATHWAYS AND OPTIONS	Provide opportunities for students to be learn about and explore various college and career options, with actions and services principally directed towards Englis Learners, Foster Youth, and students who qualify for free or reduced lunch (NSLP/low income). • Ensuring district CTE programs meet the 12 Essential Elements of a High Quality College and Career Pathway developed by CWPJAC. Ensuring that all CTE courses align to standards (CTE Model Curriculum, CCSS, and NGSS) and explore all aspects of industry. • Equipping CTE classrooms with resources, materials, equipment, and technology that align with current industry standards.	$5,416,709.00	Yes

		• Offering Career and Technical Education pathways at all district high schools that meet ACTE's "Quality CTE Programs of Study" framework, provide a coherent sequence of courses, and are reported in the California Longitudinal Pupil Achievement Data System (CALPADS) as CTE. Providing STEM Lab introductory level CTE courses at all intermediate schools. Partnering with local community agencies and businesses to provide CTE students with work-based learning, internships, mentoring, guest speakers, field trips, and real- world experiences in various career sectors. See Appendix A for district-wide student groups, schools, or student groups within schools that received red indicators on the 2023 Dashboard.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

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

This need was also part of the feedback provided by the Hare SSC and ELAC members during the SPSA development process. SSC members highlighted the unique circumstances in a continuation high school, where the pacing is modified and students transfer in and out throughout the year. Parents and students agree that students would benefit from instructional strategies that chunk instruction and provide a variety of opportunities for students to interact with the curriculum. Therefore, this goal has been developed to improve ELA and math performance through the following actions and services, with progress measured using the CAASPP ELA and Math results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	How well students at Hare High School are meeting grade-level standards on the ENGLISH LANGUAGE ARTS assessment (CAASPP) as measured by "points from standard". Source: CA Schools Dashboard	Points from standard: All: -110.6 EL: -127.9 HI: -118.6 SED: -105.7 2023 CA Dashboard			Decrease 3.0 points each year	
4.2	How well students at Hare High School are meeting grade-level standards on the MATH assessment (CAASPP) as measured by "points from standard". Source: CA Schools Dashboard	Points from standard: All: -222.7 EL: -232.7 HI: -224.8 SED: -227.3 2023 CA Dashboard			Decrease 3.0 points each year	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4(1)	Data analysis and Needs Assessment	Administration and teachers conduct a data-driven needs assessment to determine skills and content of highest need.	$15,000.00	No
4(2)	Professional Development Focused on Scaffolds and Strategies specific to English Language Arts and Mathematics	Hire outside consultants to provide professional development targeting specific priority areas uncovered in the needs assessment. PD will be focused on 2-3 research-based scaffolds and/or strategies. Professional development sessions will be content-specific (ELA and Math) to ensure that the scaffolds and strategies are geared towards the skills and curriculum of each content area.	$157,171.00	No

4(3)	In-class coaching and support	Administration will work with Teachers on Special Assignment (TOSAs) in the Department of 7-12 Instruction to provide follow-up support, including but not limited to demo lessons, co-plan/co-teach, and peer coaching.	$0.00	No
4(4)	Transportation	Bussing will be provided before and after school to allow students to attend academic interventions.	$15,000.00	No
4(5)	Personnel to Support Academic Skills and Socio-emotional Wellbeing and Mental Wellness	Temporary additional personnel to support academics and socio-emotional wellbeing. Personnel could include but are not limited to tutors, classified staff, mental health specialists and social workers, will be hired to support students with academic skills, socio-emotional well-being, and mental wellness, in addition to addressing attendance and behavior issues.	$157,171.00	No
4(6)	Implementation of California State Standards and Curriculum Materials	Develop and implement board-adopted curriculum materials aligned to CA State Standards based off of the needs assessment.	$30,000.00	No

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$134,480,843	$15,752,971

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
32.717%	3.695%	$15,718,274.18	36.412%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1A(2)	**Action:** PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT	To address the needs of our socioeconomically disadvantaged, English Learners and Foster Youth in showing progress toward content proficiency, in ELA, and all unduplicated students in math, district	CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: An analysis of the 2023 CA Schools Dashboard shows that several of our unduplicated subgroups are performing disproportionately lower than other student groups in ELA and math. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and foster youth were 53.2 points below (socioeconomically disadvantaged youth were 10 points above standard). On the CAASPP math assessment socioeconomically disadvantaged youth were 21.3 points below standard, English Learners were 44.6 below and Foster Youth were 84.8 below. Additionally, educational partner groups consisting of students, teachers and parents, identified the benefit of teachers receiving professional development focused on strategies and programs that meet the unique needs of these subgroups. **Scope:** LEA-wide	Teachers on Special Assignment (TOSA) will plan and provide professional development focused on the use of research-based strategies and programs, including, but not limited to Effective Instruction, Constructing Meaning, Systematic ELD, SEL, and AVID Scholarly Habits. To support implementation, in-class coaching, demo lessons, and co-plan/co-teach opportunities will be made available to teachers. We expect that these actions and services will lead to academic improvement in the areas of English Language Arts and math for socioeconomically disadvantaged students, English Learners and Foster Youth as the strategies and scaffolds teachers will learn and implement are focused on the identified needs of these subgroups. In addition, as the strategies and scaffolds are appropriately beneficial to all students throughout the LEA, professional development is being provided to teachers on a LEA-wide basis.	
1A(3)	**Action:** EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS **Need:** An analysis of the 2023 CA Schools Dashboard shows that several of our unduplicated subgroups are performing disproportionately lower than other student groups in ELA and math. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and foster youth were	To address the needs of our English Learners and Foster Youth in showing progress toward content proficiency, in ELA, and all unduplicated students in math, school sites will use formative and summative assessment data to develop and provide after school targeted tutoring and remediation programs aligned to the regular day curricula. In addition, the Departments of K-6 and 7-12 Instruction and the Office of Special Education will design and provide summer programming targeting the specific areas needing improvement.	CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	53.2 points below (socioeconomically disadvantaged youth were 10 points above standard). On the CAASPP math assessment socioeconomically disadvantaged youth were 21.3 points below standard, English Learners were 44.6 below and Foster Youth were 84.8 below. Educational Partner input included the desire for continuing and additional after school tutoring and academic support as well as summer intervention programs. **Scope:** LEA-wide	We expect that these actions and services will lead to improved academic outcomes for our English Learners and Foster Youth, as they are providing targeted support for their identified needs. As it is certain that other low-performing students would benefit from these programs, they will be provided on an LEA-wide basis.	
1A(4)	**Action:** RESOURCES TO SUPPORT ALL CONTENT AREAS **Need:** Children coming from socioeconomically disadvantaged homes, Englisher Learners, and Foster Youth, often lack supplemental educational opportunities, books, supplies, and appropriate technology due to their limited income. Students and parents report that areas of need may include no or limited to basic resources and/or supplemental resources. These include items such as recreational books, or limited access to reliable wi-fi hindering use of on-line tutoring and academic websites, lack of academic tools such as calculators, rulers, and highlighters. **Scope:** LEA-wide	To address potential resource inequities, and to provide supplemental remedial resources for teachers to use with small groups and in after school extended learning, school sites will purchase materials and supplies and provide co-curricular academic experiences. These materials and supplies will support academic learning such as math manipulatives and science equipment, language arts, social science, and visusal performing arts. We expect that these expenditures will lead to improved academic success for our low-income students, English Learners, and Foster Youth due to students having appropriate materials and resources. To maximize the impact of these expenditures, they are being provided on a LEA-wide basis.	CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1A(5)	**Action:** STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING **Need:** An analysis of the 2023 CA Schools Dashboard shows that several of our unduplicated subgroups are performing disproportionately lower than other student groups in ELA and math. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and foster youth were 53.2 points below (socioeconomically disadvantaged youth were 10 points above standard). On the CAASPP math assessment socioeconomically disadvantaged youth were 21.3 points below standard, English Learners were 44.6 below and Foster Youth were 84.8 below. **Scope:** LEA-wide	To address the needs of our socioeconomically disadvantaged, English Learners and Foster Youth in showing progress toward content proficiency, in ELA, and all unduplicated students in math, additional staffing such as instructional aides, social workers, and community liaisons have been added to assist with facilitating small group instruction, individual tutoring, school-home communication, and mental wellness services. Professional development will be provided to instructional aides by our Paraprofessionals on Special Assignment (POSA) and Teachers on Special Assignment (TOSA). We expect that the services provided by additional personnel will contribute to improved academic proficiency in ELA, math, and English Language Development for our English Learners and Foster Youth. We also anticipate that additional staffing focused on SEL and mental wellness will contribute to increased confidence and motivation among these students. Because all students and parents, would benefit from additional staff, this action is being provided LEA-wide.	CAASPP (Metric 1.1 and Metric 1.2), ELPAC (Metric 1.13)
1A(7)	**Action:** ASSESSMENT AND DATA ANALYSIS **Need:** An analysis of the 2023 CA Schools Dashboard shows that several of our unduplicated subgroups are performing disproportionately lower than other student groups in ELA and math. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and foster youth were	To provide timely and disaggregated data needed for identifying specific areas of improvement for English Learners, Foster Youth, and low-income students in showing progress toward content proficiency, the District will provide site administrators with an annual data binder and EL progress monitoring reports and will provide professional development around accessing, organizing, and analyzing the data. The data binder analysis focuses on how to support the needs of NSLP eligible students, English Learners,	CAASPP (Metric 1.1 and Metric 1.2), ELPAC (Metric 1.13), EL reclassification rate (Metric 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	53.2 points below (socioeconomically disadvantaged youth were 10 points above standard). On the CAASPP math assessment socioeconomically disadvantaged youth were 21.3 points below standard, English Learners were 44.6 below and Foster Youth were 84.8 below. Disaggregated data such as this data for CAASPP, ELPAC, and reclassification rates by subgroup is key to being able to provide individualized programs and supports for students that are English Learners, Foster Youth, and socioeconomically disadvantated.Data is analyzed at the school and district level to monitor the progress and proficiency of students towards our District Goals. Use of ongoing data is critical to not only ensuring students are meeting English proficiency and academic goals, but also assists in determining program effectiveness. **Scope:** LEA-wide	and foster youth, which result in school site action steps. We expect this action to result in more effective professional development, more targeted after school interventions, an increase in student progress toward content proficiency, and higher rates of EL reclassification. Because this data will include all students and not simply unduplicated, this action is being provided LEA-wide.	
1C(2)	**Action:** TECHNOLOGY **Need:** GGUSD conducted a family needs survey in 2020, with a specific focus on gathering data on our socioeconomically disadvantaged and foster youth students. According to the survey, 46% of parents reported that their child did not at that time have access to a personal device, 36% reported that their child would need to check out a device from the school in order to regularly complete assignments, 22%	In an effort to ensure that all students, specifically those in our unduplicated student population, have regular access to electronic devices and wi-fi hot spots the district has and will continue to make these available for check-out. As we move forward, school sites will continue to ask parents if they have need of a device and/or wi-fi hot spot for students to complete work at home. In addition, our Instructional Technology Department will continue to provide tools, resources, and professional development to teachers on best practices for how to most effectively embed technology in instruction, and staff in our Parent	Student Strategic Plan Survey Support for Academics (Metric 1.12), New metric for a similar survey will be available in 2025 (Metric 1.27)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reported that they did not have regular access to the Internet, and 9% reported that they would need to check out a wi-fi hot spot in order for their child to participate in on-line learning. 27% of parents also reported that they and/or their child would need technology support to use and/or feel comfortable with regular device use. **Scope:** LEA-wide	and Community Outreach Office will continue to work with parents to identify and address their needs. We expect that these actions and services will allow those students in our unduplicated groups who do not have access or regular access to technology or the Internet outside of class, to access needed class curricula and assignments as appropriate. To maximize the availability of technology to all students who may need assistance, these actions and services will be provided on a LEA-wide basis.	
1C(3)	**Action:** LIBRARIES **Need:** In the reading domain on the 2023 CAASPP ELA Assessment, 24.6% of students demonstrated that they were above standard, 56% were near standard, and 19.3% were below standard. The reading assessment is designed to measure understanding of literary and non-fictional texts. In addition, in the research and inquiry domain, 26.4% of students demonstrated that they were above standard, 58.6% near standard, and 15% below standard. This domain is designed to measure a student's ability to investigate, analyze, and present information. **Scope:** LEA-wide	To provide and increase library access for our low-income, Foster Youth, and English Learners, supporting reading for pleasure, reading for class assignments, and conducting research, schools will hire staff and purchase books, technology, and software. We expect that these actions and services will lead to a greater number of unduplicated students having access to supplemental books for completing assignments or studying for tests, and for recreational reading to support content and English literacy. In addition, having libraries open before and after school allows students who do not have access to a computer or printer at home to complete assignments. As all students will benefit from having resources and space to complete assignments, collaborate with peers and conduct research, these actions are being provided LEA-wide.	CAASPP ELA (Metric 1.1), Student Strategic Plan Survey Support for Academics (Metric 1.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2A(3)	**Action:** CREDIT RECOVERY **Need:** For the 2022-2023 school year, 59.8% of graduating seniors were "A-G" eligible (qualifying for enrollment in a CSU/US). Specifically, 8% of students had a "D" grade, and 5% had an "F". In order for a class to meet the requirements for A-G, a student must earn at least a "C" grade. Additionally, districtwide 57.1% of students met the CA Dashboard College and Career Readiness Indicator. 24.4% EL, 20% FY, and 54.8% were considered College and Career Ready. **Scope:** LEA-wide	To enable particularly our unduplicated, in recovering credits and/or to validate a "D" grade, we will offer d-validation and credit recovery classes for students both after school and during summer. We expect that these actions and services will lead to a greater number of unduplicated students (socioeconomically disadvantaged, Foster Youth, English Learner) qualifying for enrollment in a CSU/UC as they will enable students to improve individual class grades as well as their overall GPA. Because all students will benefit from having the ability to take credit recovery and d-validation classes, these actions are being provided LEA-wide. Staff will complete a transcript audit for all unduplicated students' in order to identify courses that students need to retake in order to continue to be a-g eligible. This will help students remain on track to identify specific ways these students can recover credits and/or validate "D" grades, actively encourage students to pursue credit recovery and/or validate "D" grades, and/or track students' progress in doing so.	"D" (Metric 1.6) and "F" rate (Metric 1.7); GPA (Metric 1.5); A-G rate (Metric 3.1), College and Career Readines (Metric 3.17)
2B(1)	**Action:** PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING) **Need:** On the 2023 Strategic Plan Survey, 56% of students agreed or strongly agreed that they were "happy to be at my school", 56% agreed or strongly agreed that they "feel like I am part of this school" and 62% agreed or strongly	To support the mental, physical, social, and emotional well-being of unduplicated students and their families, the District will, where needed, increase the number of and/or hours for school psychologists, social workers, mental health specialists, community liaisons, school nurses, and school site health aides. Staff will be able to provide SEL activities to foster mental wellness with a focus on providing access to these services for our English Learners, Foster Youth, and socioeconomically disadvantaged students.	Student Strategic Plan survey, "Socioemotional Wellbeing" domain (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	agreed that "at least one adult at my school who really cares about me". For the domain titled "socioemotional Wellbeing", the average student response was 3.85 out of 5. **Scope:** LEA-wide	We anticipate that additional personnel trained in supporting mental wellbeing will improve metal health for our English Learners, Foster Youth, and socioeconomically disadvantaged students as measured on the annual Strategic Plan survey. Staff will actively encourage unduplicated students to participate in SEL activities and monitor their participation, and track these students' perceptions of their wellbeing and mental health. Because all students can experience issues with mental wellness, these personnel will be made available LEA-wide.	
3A(1)	**Action:** COLLEGE/CAREER PROGRAMS AND EVENTS **Need:** On the 2023 CA Dashboard, 57.1% of all students were designated "prepared" on the College/Career indicator. Comparatively, 24.4% of English Learners and 20% of Foster Youth were designated as prepared (54.8% of socioeconomically disadvantaged youth were prepared). **Scope:** LEA-wide	In order to meet the needs of English Learners, Foster Youth and socioeconomically disadvantaged students, the District will provide 1) college mentors (CCMP program) to facilitate small group sessions for 6th graders focused on college awareness and preparedness, 2) access to CCGI (California College Guidance Initiative) tools for exploring post-secondary options and institutions, and 3) events such as College Fair, Roadmap to College, and Life After High School. The services are primarily provided to our English Learners, Foster Youth, and socioeconomically disadvantaged students. Staff will actively encourage unduplicated pupils' participation in activities/services and monitor their participation, and track these students' motivation to meet the requirements to be designated "prepared." We expect these actions and services to increase the motivation of English Learners, Foster Youth, and socioeconomically disadvantaged students to meet the requirements to be designated "prepared" on the CA Dashboard College and Career Indicator. Because all students benefit from	% of students who are designated as "prepared" on the CA Dashboard College and Career Indicator (Metric 3.17)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		being college-ready, these actions and services are being provided LEA-wide.	
3A(2)	**Action:** MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS **Need:** On the 2023 CA Dashboard, 54.9% of all students, 52.4% of English Learners, 24.9% of socioeconomically disadvantaged students, and 20% of Foster Youth completed A-G requirements making them UC/CSU eligible. (Note, these numbers are based on the combined 4 and 5 year graduation rate). **Scope:** LEA-wide	To meet the needs of English Learners, socioeconomically disadvantaged and Foster Youth, credit recovery and "D" validation classes will be offered after school and in the summer to enable them to complete A - G subject requirements (courses required for minimum eligibility to enroll in a four year university). In addition, college mentors (College Boost program) will be available to work with students to assist with completing college enrollment and financial aid applications and follow-through. We expect these actions to increase the A-G rate and college enrollment for English Learners, Foster Youth, and socioeconomically disadvantaged students. To maximize the impact of these opportunities, these actions and services will be provided LEA-wide.	A-G rate (Metric 3.1), College and Career Indicator (Metric 3.17)
3B(2)	**Action:** COLLEGE / CAREER PATHWAYS AND OPTIONS **Need:** On the 2023 CA Dashboard, 29.7% of all students, 30.2% of English Learners, 29.9% of socioeconomically disadvantaged students, and 5% of Foster Youth completed at least one CTE pathway. **Scope:** LEA-wide	In order to meet the needs of English Learners, Foster Youth and socioeconomically disadvantaged students, the District will provide opportunities for students to learn about and explore various college and career options. The district will focus on the 12 Essential Elements of a High Quality College and Career Pathway developed by CWPJAC through partnering with local community agencies and businesses. We expect these actions and services to increase the percentage of English Learners, Foster Youth, and socioeconomically disadvantaged students that complete at least one CTE pathway. To	% CTE Pathway Completers (Metric 3.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		maximize the impact of these opportunities, these actions and services will be provided LEA-wide.	

Limited 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) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1A(8)	**Action:** FOSTER AND HOMELESS YOUTH SUPPORT **Need:** An analysis of the 2023 CA Schools Dashboard shows our Foster Youth were 53.2 points below standard, and on the CAASPP math assessment 84.8 below. In addition, Foster Youth graduated at a rate of 75% compared to "all students" at 92.7%. Foster Youth were chronically absent 40.6% compared to "all students" at 22.2%. Outcome data, feedback received from the annual strategic plan survey, and input from all educational partner groups identified the need to provide additional expanded learning opportunities to all students and student subgroups. **Scope:** Limited to Unduplicated Student Group(s)	In order to address the needs of our Foster and Homeless Youth with making progress toward academic success and personal growth, we will provide transportation support; after school and summer intervention programs; positive behavior intervention support; counseling and wellness services; fieldtrips; 5th year in order to maintain A-G status, attendance support; and support for parents and guardians with medical, food, clothing, and childcare referrals through our Family Resource Centers. We expect that these actions and services will provide our Foster and Homeless Youth with the additional support they need to make progress toward academic and personal growth.	CAASPP (Metric 1.1 and 1.2), graduation rate (Metric 2.8), chronic absenteeism rate (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1B(1)	**Action:** ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT **Need:** An analysis of the 2023 CA Schools Dashboard shows that our English Learners are performing disproportionately lower than other student groups. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and on the CAASPP math assessment English Learners were 44.6 below standard. Data further shows that 55.3% of English Learners are making progress towards English proficiency, with 17.7% decreasing at least one ELPI level. Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. **Scope:** Limited to Unduplicated Student Group(s)	At the intermediate and high school level, content classes will incorporate Constructing Meaning strategies to support English Learners develop language proficiency alongside content proficiency. Teachers will receive on-going professional development and in-class coaching to support learning and implementing these programs and strategies. We anticipate our English Learners will make progress towards English language proficiency because of the strategies their teachers learn during professional development sessions and in-class support.	ELPAC (Metric 1.13), reclassification rates (Metric 1.15), CAASPP ELA (Metric 1.1)
1B(2)	**Action:** SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP) **Need:** RFEP students have continued to outperform their counterparts, with an 85% proficiency rate on the CAASPP ELA, and 67% on math (all students were 58% and 48% respectively). In addition, on the district benchmark assessments, RFEP students outperformed all students with a proficiency rate of 77% on ELA	To ensure the continued success of reclassified English Learners (RFEP) as measured on state and local assessments, an annual follow-up consultation takes place on the reclassification anniversary. Students not making satisfactory progress on the CAASPP, district benchmarks, and district writing assessment are referred for follow-up.	CAASPP ELA (Metric 1.1) and Math (Metric 1.2), benchmarks (Metric 1.3 and Metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and 73% on math (all students were 57% and 59% respectively. Parents and staff agree that it continues to be important to monitor the progress of reclassified students to ensure on-going success in their coursework. Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. **Scope:** Limited to Unduplicated Student Group(s)		
1B(3)	**Action:** EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT ENGLISH LEARNERS **Need:** An analysis of the 2023 CA Schools Dashboard shows that our English Learners are performing disproportionately lower than other student groups. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and on the CAASPP math assessment English Learners were 44.6 below standard. Data further shows that 55.3% of English Learners are making progress towards English proficiency, with 17.7% decreasing at least one ELPI level. Additionally, Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. **Scope:**	In order to address the needs of our English Learners with making progress towards English proficiency, we will provide after school and summer programs that support English Language development using speaking and writing to learn strategies. We expect that these actions and services will provide our English Learners with the additional support they need to make progress toward English proficiency as well as with ELA and math proficiency.	ELPAC (Metric 1.13), reclassification rates (Metric 1.15), CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1B(4)	**Action:** EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS **Need:** Long-Term English Learners outperformed English Learners on the ELPAC, with a 26% proficiency rate in comparison to EL students scoring 23%. However, the reclassification rate for LTELs was 1.9%, which was 6.7% lower than the EL reclassification rate. It is evident that additional targeted intervention is needed to support LTELs since there are additional assessments needed in order for a student to reclassify. Parents and staff agree that it continues to be important to monitor the progress of reclassified students to ensure on-going success in their coursework. Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. **Scope:** Limited to Unduplicated Student Group(s)	In order to address the needs of our Long-Term English Learners with making progress towards English proficiency, we will provide after school and summer programs that support English Language development using speaking and writing to learn strategies. We expect that these actions and services will provide our Long-Term English Learners with the additional support they need to make progress toward English proficiency as well as with ELA and math proficiency.	ELPAC LTEL (Metric 1.14), RFEP (Metric 1.15)
1B(5)	**Action:** ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION **Need:** For the 2023 Annual Strategic Plan survey completed by parents, there was a total of	To support parents of English Learners, the district will provide LEA-level support through the Parent and Community Outreach office, LEA-level community liaisons and school-based community liaisons.	Parent Strategic Plan Survey "Climate" domain disaggregated for EL Parents (Metric 2.24)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	15,703 respondents. Of that total, only 1,514 (9.6%) identified as being the parent of an English Learner. In addition, at the District English Learner Advisory Committee (DELAC) LCAP input session, parents expressed the need for more parents of English Learners to attend site and district meetings to become more informed about how to help their children be more successful in school. **Scope:** Limited to Unduplicated Student Group(s)	We expect that these actions and services will help bridge the gap for parents who may not speak English as their primary language and will provide the parents and families of English Learners the knowledge and resources they need to support their children with making progress toward English proficiency and in ELA and math proficiency.	
1B(6)	**Action:** ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL **Need:** An analysis of the 2023 CA Schools Dashboard shows that our English Learners are performing disproportionately lower than other student groups. On the CAASPP ELA assessment, English Learners were 22.7 points below standard and on the CAASPP math assessment English Learners were 44.6 below standard. Data further shows that 55.3% of English Learners are making progress towards English proficiency, with 17.7% decreasing at least one ELPI level. Educational Partner groups acknowledged how challenging it can be to learn academic content while at the same time learning the new language that the content is taught in. **Scope:**	To support English Learners and Long-Term English Learners in their progress towards English and content proficiency, we will maintain district and site-level personnel support services such as bilingual liaisons, bilingual instructional aides, Teachers on Special Assignment, and personnel in the Assessment and Registration Center (ARC).	ELPAC (Metric 1.13), reclassification rates (Metric 1.15), CAASPP ELA (Metric 1.1) and Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	51:1	49:1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	24:1	24:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	411,036,429	134,480,843	32.717%	3.695%	36.412%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$587,855,767.00	$89,739,449.00	$294,746.00	$60,186,248.00	$738,076,210.00	$637,891,464.00	$100,184,746.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1A	1A(1)	IMPLEMENTATION OF CALIFORNIA STATE STANDARDS AND TEXTBOOK CURICULUM MATERIALS	All	No				On-going	$0.00	$4,840,965.00	$4,767,678.00			$73,287.00	$4,840,965.00	
1A	1A(2)	PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$13,365,696.00	$1,705,445.00	$12,351,624.00			$2,719,517.00	$15,071,141.00	
1A	1A(3)	EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$8,692,921.00	$16,388,308.00	$8,561,836.00	$15,761,286.00		$758,107.00	$25,081,229.00	
1A	1A(4)	RESOURCES TO SUPPORT ALL CONTENT AREAS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$19,667,264.00	$26,073,922.00	$35,058,747.00			$10,682,439.00	$45,741,186.00	
1A	1A(5)	STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$44,174,308.00	$14,998.00	$44,189,306.00				$44,189,306.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1A	1A(6)	STAFFING AND INSTRUCTIONAL SUPPORT: NON-CONTRIBUTING	All	No				On-going	$301,445,422.00	$646,270.00	$301,159,191.00			$932,501.00	$302,091,692.00	
1A	1A(7)	ASSESSMENT AND DATA ANALYSIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$716,712.00		$642,963.00				$642,963.00	
1A	1A(8)	FOSTER AND HOMELESS YOUTH SUPPORT	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	On-going	$273,827.00	$501.00	$274,103.00			$225.00	$274,328.00	
1A	1A(9)	Specialized Academic Instructional Services and Access to Curriculum	Students with Disabilities	No				On-going	$103,112,852.00	$7,649,001.00	$0.00	$72,218,834.00		$38,543,019.00	$110,761,853.00	
1B	1B(1)	ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$781,414.00	$308,897.00	$762.00			$1,089,549.00	$1,090,311.00	
1B	1B(2)	SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$0.00	$50,000.00	$50,000.00				$50,000.00	
1B	1B(3)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL	English Learners	Yes	Limited to Unduplicat	English Learners	All Schools	On-going	$7,881,181.00	$100,617.00	$7,981,798.00				$7,981,798.00	

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
		PROGRAMS TO SUPPORT ENGLISH LEARNERS			ed Student Group(s)											
1B	1B(4)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		On-going	$101,086.00	$0.00	$101,086.00				$101,086.00	
1B	1B(5)	ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$6,192,519.00	$4,682.00	$5,800,550.00			$396,651.00	$6,197,201.00	
1B	1B(6)	ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$4,779,695.00	$188,295.00	$4,967,990.00				$4,967,990.00	
1C	1C(1)	SELF-REGULATORY SKILLS	All	No				On-going	$0.00	$11,757.00				$11,757.00	$11,757.00	
1C	1C(2)	TECHNOLOGY	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$7,362,507.00	$4,874,282.00	$11,438,353.00			$798,436.00	$12,236,789.00	
1C	1C(3)	LIBRARIES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,347,852.00	$18,105.00	$1,705,591.00			$660,366.00	$2,365,957.00	

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
2A	2A(1)	PRACTICES THAT BUILD MOTIVATION	All	No				On-going	$0.00	$20,000.00	$20,000.00				$20,000.00	
2A	2A(2)	ATTENDANCE	All	No				On-going	$756,454.00	$217,172.00	$973,626.00				$973,626.00	
2A	2A(3)	CREDIT RECOVERY	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$46,000.00	$46,000.00				$46,000.00	
2A								On-going								
2B	2B(1)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$6,152,956.00	$49,282.00	$6,202,238.00				$6,202,238.00	
2B	2B(2)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (NON-CONTRIBUTING)	All Students with Disabilities	No				On-going	$8,254,246.00	$11,515,426.00	$19,620,355.00			$149,317.00	$19,769,672.00	
2B	2B(3)	SCHOOL CONNECTEDNESS	All	No				On-going	$2,762,821.00	$1,862,011.00	$4,624,832.00				$4,624,832.00	
2C	2C(1)	WELCOMING CLIMATE	All	No				On-going	$2,156,186.00	$4,604.00				$2,160,790.00	$2,160,790.00	
2C	2C(2)	PARENT/COMMUNITY OUTREACH	All	No				On-going	$674,231.00	$80,051.00				$754,282.00	$754,282.00	
2C	2C(3)	COMMUNICATION	All	No				On-going	$845,388.00	$806,895.00	$1,652,283.00				$1,652,283.00	
2C	2C(4)	FACILITIES MAINTENANCE	All	No				On-going	$59,705,882.00	$17,836,904.00	$77,542,786.00				$77,542,786.00	
2C	2C(5)	CAMPUS SAFETY	All	No				On-going	$4,021,257.00	$2,064,671.00	$6,001,425.00			$84,503.00	$6,085,928.00	
2C	2C(6)	CLIMATE AND CULTURE TRAINING FOR ALL STAFF	All	No				On-going	$0.00	$49,500.00	$49,500.00				$49,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2C	2C(7)	PROVIDE SUPPORT TO PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS	All	No				On-going	$0.00	$25,000.00	$25,000.00				$25,000.00	
2C	2C(8)	TRANSPORTATION	All	No				On-going	$17,861,764.00	$1,701,956.00	$19,563,720.00				$19,563,720.00	
3A	3A(1)	COLLEGE/CAREER PROGRAMS AND EVENTS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$124,372.00	$2,878.00	$127,250.00				$127,250.00	
3A	3A(2)	MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$8,851,700.00	$0.00	$8,851,700.00				$8,851,700.00	
3A	3A(3)	COLLEGE ENTRANCE AND READINESS	All	No				On-going	$0.00	$134,000.00	$134,000.00				$134,000.00	
3B	3B(1)	STUDENT TRACKER	All	No				On-going	$0.00	$4,000.00	$4,000.00				$4,000.00	
3B	3B(2)	COLLEGE / CAREER PATHWAYS AND OPTIONS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$4,828,951.00	$587,758.00	$3,365,474.00	$1,384,987.00	$294,746.00	$371,502.00	$5,416,709.00	
4	4(1)	Data analysis and Needs Assessment	All	No				On-going	$0.00	$15,000.00		$15,000.00			$15,000.00	
4	4(2)	Professional Development Focused on Scaffolds and Strategies specific to English Language Arts and Mathematics	All	No				On-going	$0.00	$157,171.00		$157,171.00			$157,171.00	
4	4(3)	In-class coaching and support	All	No				On-going	$0.00	$0.00		$0.00			$0.00	
4	4(4)	Transportation	All	No				On-going	$0.00	$15,000.00		$15,000.00			$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4(5)	Personnel to Support Academic Skills and Socio-emotional Wellbeing and Mental Wellness	All	No				On-going	$0.00	$157,171.00		$157,171.00			$157,171.00	
4	4(6)	Implementation of California State Standards and Curriculum Materials	All	No				On-going	$0.00	$30,000.00		$30,000.00			$30,000.00	

2024-25 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
411,036,429	134,480,843	32.717%	3.695%	36.412%	$151,717,371.00	0.000%	36.911 %	**Total:**	$151,717,371.00
								LEA-wide Total:	$132,541,082.00
								Limited Total:	$19,176,289.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1A	1A(2)	PROFESSIONAL DEVELOPMENT TO SUPPORT ACADEMIC ACHIEVEMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,351,624.00	
1A	1A(3)	EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,561,836.00	
1A	1A(4)	RESOURCES TO SUPPORT ALL CONTENT AREAS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,058,747.00	
1A	1A(5)	STAFFING AND INSTRUCTIONAL SUPPORT: CONTRIBUTING	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,189,306.00	
1A	1A(7)	ASSESSMENT AND DATA ANALYSIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$642,963.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1A	1A(8)	FOSTER AND HOMELESS YOUTH SUPPORT	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$274,103.00	
1B	1B(1)	ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$762.00	
1B	1B(2)	SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
1B	1B(3)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT ENGLISH LEARNERS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,981,798.00	
1B	1B(4)	EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT LONG-TERM ENGLISH LEARNERS	Yes	Limited to Unduplicated Student Group(s)	English Learners		$101,086.00	
1B	1B(5)	ENGLISH LEARNER PARENT INVOLVEMENT/EDUCATION	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,800,550.00	
1B	1B(6)	ENGLISH LEARNER AND LONG-TERM ENGLISH LEARNER PROGRAMS STAFFING & PERSONNEL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,967,990.00	
1C	1C(2)	TECHNOLOGY	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,438,353.00	
1C	1C(3)	LIBRARIES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,705,591.00	
2A	2A(3)	CREDIT RECOVERY	Yes	LEA-wide	English Learners Foster Youth	All Schools	$46,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2B	2B(1)	PROGRAMS AND PERSONNEL TO PROMOTE WELL-BEING: (CONTRIBUTING)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,202,238.00	
3A	3A(1)	COLLEGE/CAREER PROGRAMS AND EVENTS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,250.00	
3A	3A(2)	MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,851,700.00	
3B	3B(2)	COLLEGE / CAREER PATHWAYS AND OPTIONS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,365,474.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$575,668,167.00	$582,387,877.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1A	1A(1)	IMPLEMENTATION OF CALIFORNIA STATE STANDARDS AND TEXTBOOK CURICULUM MATERIALS	No	$4,947,974.00	2,355,138
1A	1A(2)	PROFESSIONAL DEVELOPMENT	Yes	$10,322,030.00	13,526,809
1A	1A(3)	Extended Learning Programs and Special Programs	Yes	$22,400,390.00	29793703
1A	1A(4)	Resources to Support All Content Areas	Yes	$47,207,312.00	33,872,292
1A	1A(5)	Staffing and Instructional Support (Contributing)	Yes	$39,922,491.00	35,693,960
1A	1A(5)	Staffing and Instructional Support (Not-Contributing)	No	$279,934,582.00	286,119,249
1A	1A(6)	Assessment and Data Analysis	Yes	$738,147.00	808,789
1A	1A(7)	Coordinated Supplemental Services	No	$225.00	82,535
1B	1B(1)	English Language Development (ELD) program and professional development	Yes	$1,393,931.00	863,463

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1B	1B(2)	Support for Reclassified English Proficient Students (RFEP)	Yes	$0.00	49,951
1B	1B(3)	Extended Learning Opportunities and Special Programs to Support English Learners	Yes	$7,332,803.00	7,773,595
1B	1B(4)	Parent Involvement & Education	Yes	$5,284,594.00	6,333,239
1B	1B(5)	English Learner Programs Staffing and Personnel	Yes	$3,964,353.00	4,410,725
1C	1C(1)	Self-Regulatory Skills	No	$13,478.00	1,236,636
1C	1C(2)	Technology	Yes	$9,548,610.00	10,563,598
1C	1C(3)	Libraries	Yes	$2,253,908.00	2,578,624
2A	2A(1)	Practices That Build Motivation	No	$0.00	19,306
2A	2A(2)	Attendance	No	$849,620.00	803,492
2A	2A(3)	Credit Recovery	No	$0.00	45,475
2B	2B(1)	Programs to Promote Well-Being	No	$148,104.00	143,955
2B	2B(2)	School Connectedness	No	$4,134,161.00	4,177,457
2B	2B(3)	Support Services / Pupil Services (Contributing)	Yes	$4,550,699.00	4,881,827

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2B	2B(3)	Support Services / Pupil Services (Non-Contributing)	No	$17,840,215.00	19,332,992
2C	2C(1)	Welcoming Climate	No	$1,752,969.00	1,919,283
2C	2C(2)	Parent/Community Outreach	No	$740,941.00	802,097
2C	2C(3)	Communication	No	$1,448,812.00	1,326,891
2C	2C(4)	Facilities Maintenance	No	$89,610,374.00	92,497,796
2C	2C(5)	Campus Safety and Discipline / Rules	No	$5,259,860.00	4,943,152
2C	2C(6)	Training for All Staff	No	$0.00	660,770
2C	2C(7)	Parents of Pupils with Exceptional Needs	No	$0.00	25,200
3A	3A(1)	College and Career Programs and Events	Yes	$122,179.00	224,280
3A	3A(2)	Mentoring, School Programs, and A-G Awareness	Yes	$8,064,069.00	8,370,074
3A	3A(3)	College Entrance and Readiness	No Yes	$0.00	134,382
3B	3B(1)	Student Tracker	No	$0.00	3,465

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)
3B	3B(2)	College / Career Pathways and Options	Yes	$5,881,336.00	6,013,677

2023-24 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)
139,162,665	$142,930,238.00	$130,377,535.00	$12,552,703.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1A	1A(2)	PROFESSIONAL DEVELOPMENT	Yes	$7,023,488.00	$11,595,386		
1A	1A(3)	Extended Learning Programs and Special Programs	Yes	$14,513,590.00	$8,895,202		
1A	1A(4)	Resources to Support All Content Areas	Yes	$37,327,114.00	$27,399,676		
1A	1A(5)	Staffing and Instructional Support (Contributing)	Yes	$39,922,491.00	$35,693,960		
1A	1A(6)	Assessment and Data Analysis	Yes	$738,147.00	$808,789		
1B	1B(1)	English Language Development (ELD) program and professional development	Yes	$762.00	$22		
1B	1B(2)	Support for Reclassified English Proficient Students (RFEP)	Yes	$0.00	$20,991		
1B	1B(3)	Extended Learning Opportunities and Special Programs to Support English Learners	Yes	$7,332,803.00	$7,773,595		
1B	1B(4)	Parent Involvement & Education	Yes	$4,911,733.00	$5,918,430		
1B	1B(5)	English Learner Programs Staffing and Personnel	Yes	$3,964,353.00	$4,410,725		

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)
1C	1C(2)	Technology	Yes	$9,548,610.00	$9,569,372		
1C	1C(3)	Libraries	Yes	$1,606,749.00	$1,780,741		
2B	2B(3)	Support Services / Pupil Services (Contributing)	Yes	$4,550,699.00	$4,881,827		
3A	3A(1)	College and Career Programs and Events	Yes	$122,179.00	$224,280		
3A	3A(2)	Mentoring, School Programs, and A-G Awareness	Yes	$8,064,069.00	$8,370,074		
3A	3A(3)	College Entrance and Readiness	Yes	$0.00	$1,349		
3B	3B(2)	College / Career Pathways and Options	Yes	$3,303,451.00	$3,033,116		

2023-24 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)
425,346,269	139,162,665	1.63%	34.347%	$130,377,535.00	0.000%	30.652%	$15,718,274.18	3.695%

2023 Dashboard Required Actions [student groups in RED]

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

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

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

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

Garden Grove	Tech Asst Status	Equity Multiplier	ELA	LCAP Goal/Action	Math	LCAP Goal/Action	ELPI	LCAP Goal/Action	Chronic Absenteeism	LCAP Goal/Action	Graduation Rate	LCAP Goal/Action	Suspension Rate	LCAP Goal/Action	College/Career	LCAP Goal/Action
Genevieve M. Crosby Elementary	ATSI												ALL, EL, SED, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Gilbert Elementary									ALL, EL, SED, SWD, AS, HI	2A(2) - Attendance						
Heritage Elementary	ATSI								SWD	2A(2) - Attendance						
Hilton D. Bell Intermediate					SWD	1A(3) - Extended Learning			SWD	2A(2) - Attendance						
Izaak Walton Intermediate			SWD	1A(3) - Extended Learning					ALL, EL, SED, HI	2A(2) - Attendance						
James Irvine Intermediate									EL, SWD, HI	2A(2) - Attendance			ALL, EL, SED, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
John Murdy Elementary									ALL, EL, SED, SWD, AS, HI	2A(2) - Attendance						
Leo Carrillo Elementary	ATSI		SWD	1A(3) - Extended Learning	SWD	1A(3) - Extended Learning			EL, SED	2A(2) - Attendance			SWD	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Leroy L. Doig Intermediate			SWD	1A(3) - Extended Learning									EL, SWD	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		
Linton T. Simmons Elementary	ATSI								EL, SED	2A(2) - Attendance			ALL, SED, SWD, HI	2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff		

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

Garden Grove	Tech Asst Status	Equity Multiplier	ELA	LCAP Goal/Action	Math	LCAP Goal/Action	ELPI	LCAP Goal/Action	Chronic Absenteeism	LCAP Goal/Action	Graduation Rate	LCAP Goal/Action	Suspension Rate	LCAP Goal/Action	College/Career	LCAP Goal/Action
Post Elementary									SWD, HI	2A(2) - Attendance						
R. F. Hazard Elementary									EL	2A(2) - Attendance						
Rancho Alamitos High	ATSI		EL, SWD		EL, SWD, HI	1A(3) - Extended Learning 1B(3) Extended Learning and Spec Prog to Support ELs					SWD	2A(1) - Practices that Build Motivation 2A(3) - Credit Recovery	EL			2C(1) - Welcoming Climate 2C(6) - Climate and Cuture Training for Staff
Riverdale Elementary			SWD	1A(3) - Extended Learning	SWD	1A(3) - Extended Learning										
Rosita Elementary	ATSI								ALL, EL, SED, SWD, HI	2A(2) - Attendance						
Santiago High			EL	1B(3) - Extended Learning and Spec Prog to Support ELs	EL	1B(3) - Extended Learning and Spec Prog to Support ELs									SWD	3A(2) - Mentoring, Sch Programs, and A-G Awareness 3B(2) - College/Career Pathways and Options
Stephen R. Fitz Intermediate			EL, SWD	1A(3) - Extended Learning 1B(3) Extended Learning and Spec Prog to Support ELs	EL, SWD	1A(3) - Extended Learning 1B(3) Extended Learning and Spec Prog to Support ELs										
Sunnyside Elementary									ALL, EL, SED, SWD, AS	2A(2) - Attendance						
Susan B. Anthony Elementary									SWD	2A(2) - Attendance						
Wakeham Elementary									AS	2A(2) - Attendance						

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

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:

  o 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]).

  o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

    o 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.

- o 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,

- o 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:

  - o 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) (California Legislative Information) 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.

  o 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:

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

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

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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o **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

- 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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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.

- 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.

- 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:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

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)**

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o   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)**

    o   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 of 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023