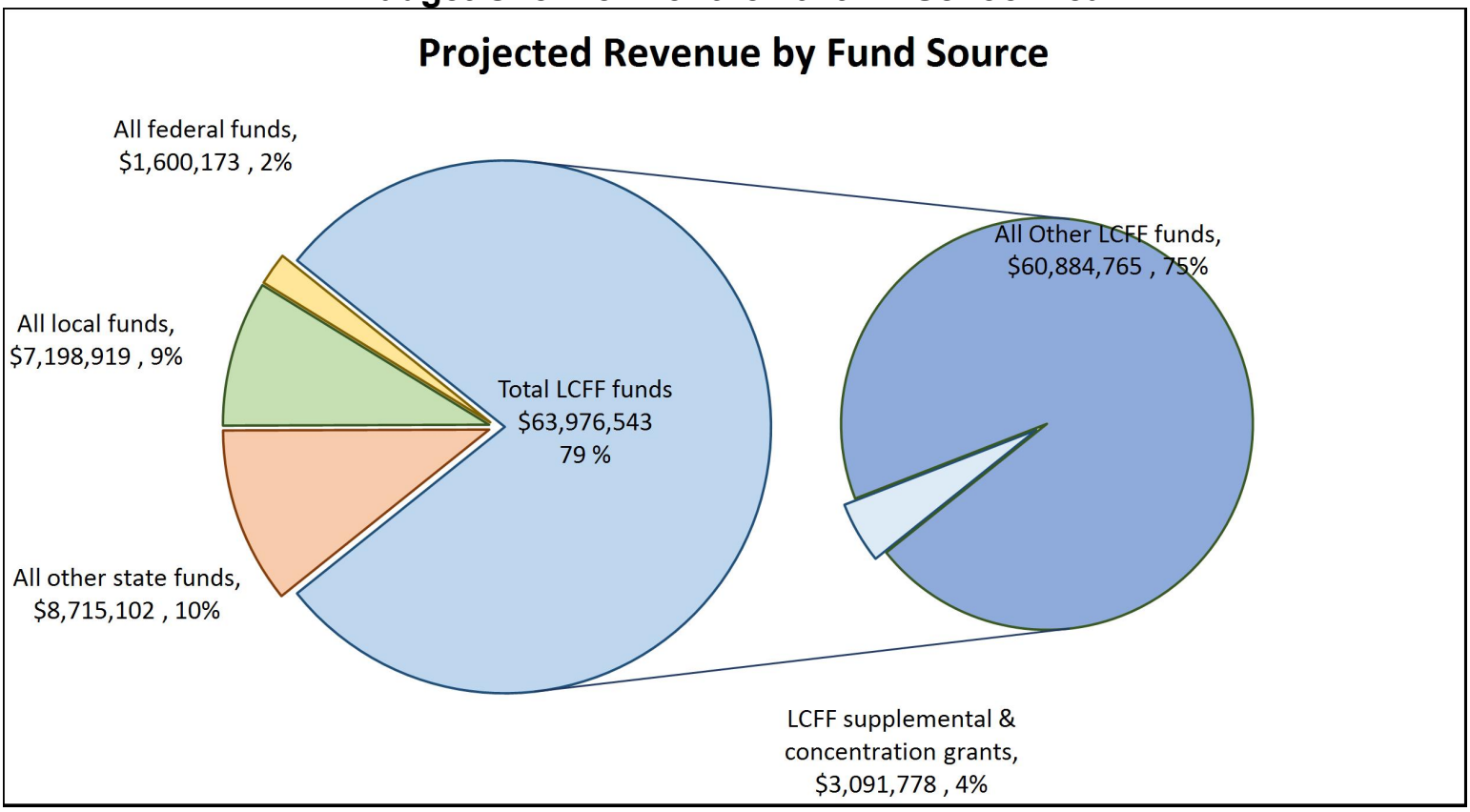
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Goleta Union School District
CDS Code: 42691950000000
School Year: 2026-27
LEA contact information:
Dr. Letitia T. Bradley
Assistant Superintendent, Educational Services
lbradley@gusd.us
(805) 681-1200 Ext. 2203

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

Budget Overview for the 2026-27 School Year

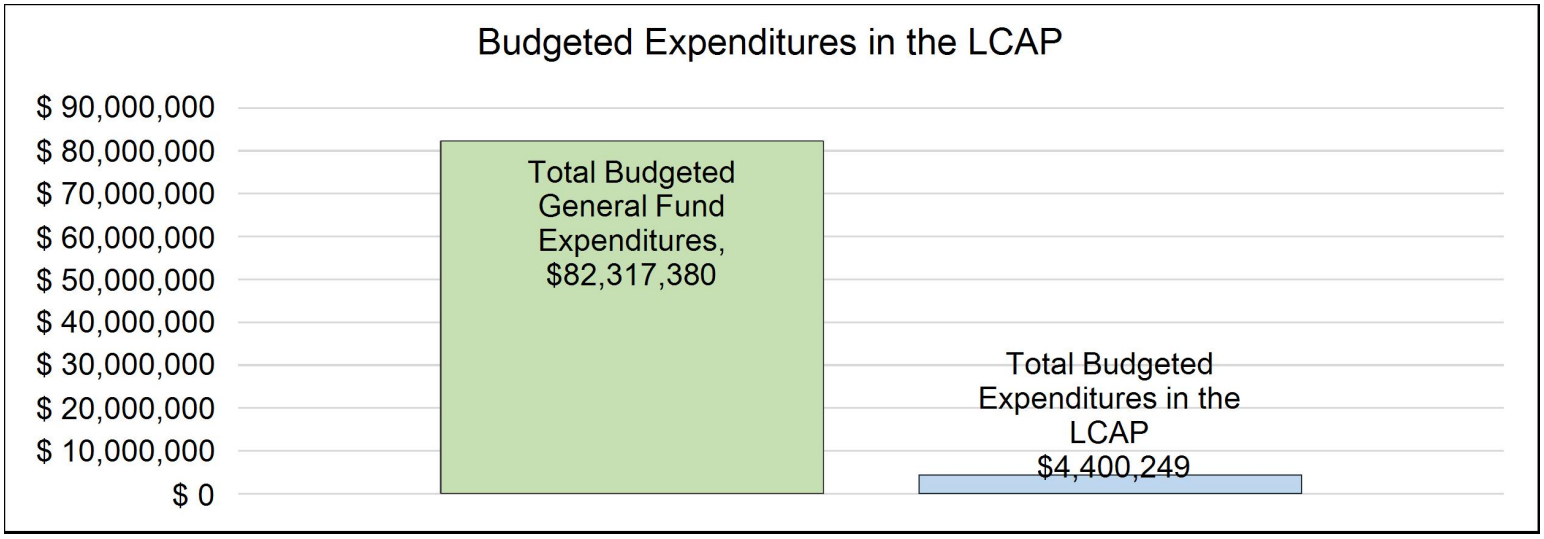


This chart shows the total general purpose revenue Goleta Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Goleta Union School District is $81,490,737, of which $63,976,543 is Local Control Funding Formula (LCFF), $8,715,102 is other state funds, $7,198,919 is local funds, and $1,600,173 is federal funds. Of the $63,976,543 in LCFF Funds, $3,091,778 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Goleta Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Goleta Union School District plans to spend $82,317,380 for the 2026-27 school year. Of that amount, $4,400,249 is tied to actions/services in the LCAP and $77,917,131 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

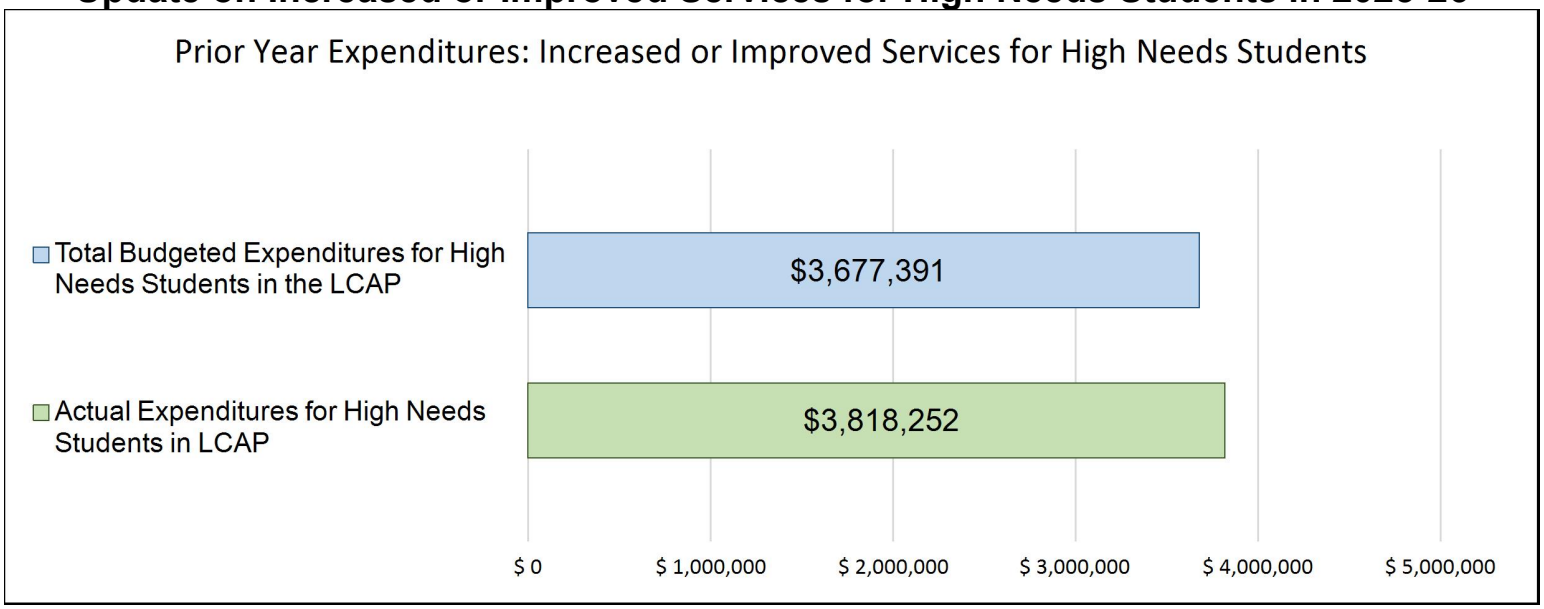
General fund budget expenditures not detailed in the 26-27 school year LCAP consist of General Education Teachers, Classified Support Staff, and most Special Education Programs. These expenditures support all district students and activities to keep students safe and the district running smoothly. Furthermore we do not budget for operations, items reflecting our maintenance, or transportation.

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

In 2026-27, Goleta Union School District is projecting it will receive $3,091,778 based on the enrollment of Foster Youth, English learner, and low-income students. Goleta Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Goleta Union School District plans to spend $3,768,293.00 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Goleta Union School District's LCAP budgeted $3,677,391.00 for planned actions to increase or improve services for high needs students. Goleta Union School District actually spent $3,818,252.37 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Goleta Union School District	Dr. Letitia T. Bradley Assistant Superintendent, Educational Services	lbradley@gusd.us (805) 681-1200 Ext. 2203

Plan Summary [2026-27]

General Information

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

The Goleta Union School District serves the Goleta Valley, a suburban community of Santa Barbara, which includes the City of Goleta and a large unincorporated area. The valley lies between the Santa Ynez Mountains and the Pacific Ocean and is adjacent to the City of Santa Barbara in California. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate. The District serves approximately 3,500 elementary students (Preschool- Grade 6) in nine schools. Six schools receive school-wide Title I support. Our district hosts transitional kindergarten programs on our school sites and preschool programs at Ellwood and La Patera. Our Expanded Learning after-school care programs are available at all nine sites through the state-supported After School Education and Safety (ASES) program, the Expanded Learning Opportunity Grant Program and the District run (fee-based) Expanded Learning program. Grade level class size averages are approximately 20:1 in grades primary; and 23:1 in upper grades. The District has a diverse student population and professional staff. Approximately 14% of students are learning English as an additional language. Students identified as living in low-income households account for 37% of enrollment. The foster youth population is historically single-digits with our number of students identified as homeless is approximately 83; approximately 2% of our student body. GUSD has a stimulating and challenging climate with a capable, dedicated, and professional staff. Many teachers, classified employees, and administrators have enjoyed long careers with GUSD. The staff has developed a reputation for working with a diverse student population to develop individual student potential by providing high-quality, differentiated instruction aligned with state standards. Core instruction includes comprehensive traditional academic subjects as well as also the inclusion of social-emotional development, digital literacy, art, music, hands-on science, and physical education. All schools offer embedded programs to address the specific needs of students identified as gifted and students learning English as an additional language. All teachers are trained in differentiation to support the varying needs of their students additional staff is employed to work with teacher teams during the tier-two level so students can have the curriculum scaffolded or extended on targeted skills. GUSD is committed to supporting staff

collaboration, including a strong commitment to professional learning communities. Each student in grades TK-6 has access to devices, with all instructional environments including access to high-speed wireless connectivity to the internet. GUSD values inclusivity, supporting all students, staff, and families to feel welcome at school. GUSD staff and leadership are making strides to increase their knowledge on how to better support diversity, equity, and inclusion within our school community. Parents are highly involved and continue to provide generous volunteer and financial support for schools. Parent education programs are offered on an annual basis with topics supporting the key interests of parents based on parent feedback and surveys. The District's financial condition is supported by local property tax revenue. GUSD employs approximately 223 certificated employees, 423 classified employees, and 27 non-affiliated employees. In addition, we employ a loyal group of substitutes for teachers and classified employees. GUSD maintains excellent special education and support services at each site. Special district-wide programs for students with disabilities are housed at District schools. Students in the Goleta Union Elementary School District become a part of the Santa Barbara Unified School
District following 6th grade promotion.

ESSENTIAL STRATEGIC PLAN COMPONENTS
GUSD Mission
The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence a diverse and dynamic world.

GUSD Vision
Powerful Instruction
Purposeful Individualization
Productive Partnerships

_____
Positive Evidence of Student Growth

GUSD Values and Beliefs
Success for every student: We value the importance of each child and seek to maximize the learning and development of each child. We believe that powerful differentiated instruction, tailored to meet individual needs, leads to expanded achievement and increased mastery of rigorous learning objectives.
Effort, perseverance, and responsibility: We believe powerful learning flows from the desire, effort, and personal responsibility of curious learners and committed teachers. We value strong connections between instructional content and student experience as sources of motivation, perseverance, and engagement. We regard self-direction, self-confidence, and self-esteem as positive outcomes of appropriate challenge, hard work, and achievement.
Learning beyond the basics: We value the whole child. We believe a comprehensive elementary course of study includes a variety of cultural, artistic, physical, and social experiences. We embrace, as essential outcomes of a well-rounded education, a deep understanding of the responsibilities of our democratic heritage, and the important attributes of personal character, including honesty, respect, integrity, and compassion.
Safe, healthy, and secure environments: We believe that providing a safe, healthy, and secure environment in our schools is a prerequisite to effective teaching and learning. We value the opportunity to shape student conduct through high expectations and social-emotional development, as well as positive and restorative responses to challenging behavior. We are committed to well-maintained and well-equipped

facilities. We support safe school environments by ensuring schools have the facilities, plans, and resources necessary to maintain safe operations and are prepared for emergency situations. We will seek opportunities to promote sustainable practices throughout the district.
Teamwork, partnership and respect: We believe in the power of teamwork. We value productive collaborative learning environments for students, educators, families, and the Board of Trustees. We respect the diverse skills and perspectives of parents, staff, and community through meaningful partnerships that support and shape our programs and priorities.
High-quality services: We believe a highly-qualified and inspired workforce with committed instructional and fiscal leadership is the foundation of effective student learning and innovative practice. We value effective instructional materials aligned to rigorous standards to amplify student success. We are committed to providing comprehensive services to support the whole child.
Best instructional practices: We value instructional strategies informed by multiple forms of ongoing assessment that stimulate each child's critical thinking, problem-solving, depth of understanding, creativity, and love of learning. We believe the firm foundations of career and college readiness are formed in elementary grades and prepare our students for future success.
Equity of experience: We value the strength of diversity in our schools and community and strive to provide equitable resources and inclusive experiences for each child and family we serve. We work to eliminate prejudice and bias among our students and staff. We strive to reach consistently high levels of achievement for each demographic group in the District and to dismantle systemic obstacles to success for all.

Conclusion
Goleta Union School District has earned its reputation as a high-achieving District with an outstanding staff and an engaged community of learners, family members, and supportive partners. We invite you to visit our schools and to experience our programs that support our mission and vision, which is fully aligned with this Local Control Accountability Plan (LCAP) and included in the overview above.

Reflections: Annual Performance

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

2025 Reflections
Both the California School Dashboard and local benchmark data (STAR 360) indicate that the majority of students are performing at or above standard in English Language Arts (ELA) and Mathematics. On the 2025 Dashboard, both ELA and Mathematics maintained an overall "above standard" status, with increases of 2.9 points in ELA and 2.2 points in Math. Additionally, the English Learner Progress Indicator improved by one performance level to the "green" category, reflecting continued progress in language acquisition. Brandon School's Students with Disabilities showed the "red " category for chronic absenteeism which is being addressed in their SPSA (Single Plan for Student Achievement).

In ELA, while overall performance remains strong, opportunity gaps persist among student groups. Students who identify as Hispanic, English learners, students from low-income households, and students experiencing homelessness continue to perform below their peers who identify as White, Asian, or two or more races. However, there are signs of improvement within some groups. English Learners increased by 5.5 points, and students experiencing homelessness increased by 10.4 points, both reaching the "yellow" category. Students with Disabilities also demonstrated continued growth, increasing 4.9 points and moving from "orange" in 2024 and "red" in 2023 to "yellow" in 2025. Hispanic students and students from low-income households maintained their performance levels in the "orange" category, indicating a need for accelerated growth. Notably the African American student group demonstrated the highest increase of their distance from standard by 33.4 points. While too small of a group to qualify for a "color" it should be noted that consistent practices with the Science of Reading are among

the contributing factors that account for this significant increase. Of note, is also students who identify as Filipino who demonstrated a 23.4 point increase as well.

In Mathematics, similar achievement gaps are evident. While overall performance remains above standard, growth patterns varied across student groups. White students increased by 5.7 points, moving into the highest “blue” category. Students identifying as Asian and those with two or more races declined slightly to “green,” though they remain above standard. English Learners increased by 3.2 points to the “yellow” category. However, Hispanic students and students from low-income households maintained their status in the “orange” category. Students with Disabilities and students experiencing homelessness declined to the “orange” category, indicating an area of concern and a need for additional support. One school (Kellogg) showed Students with Disabilities in the "Red" category as they declined 44.6 points and are addressing their needs through the SPSA and via LREBG actions.

These results indicate that while the district continues to maintain strong overall performance, persistent achievement gaps remain, particularly in Mathematics and among historically underserved student groups. The data suggests a need to strengthen targeted supports and ensure consistent, effective instructional practices to accelerate growth and close these gaps.

Learning Recovery and Emergency Block Grant (LREBG)
GUSD has approximately $152,900 in unexpended LREBG funds as the district elected to conduct the needs analysis during the 2025-2026 school year to target actions during the 2026-2027 School year. The needs analysis confirmed a need to support students Identifying as Latin X, English Learners, the unhoused, socioeconomically disadvantaged and Students with Disabilities with particular focus as follows. ELA showed El Camino Low status level and math showed low status level for both El Camino and La Patera. Additionally, as mentioned with Students with Disabilities showing red in math at Kellogg and in chronic absenteeism at Brandon, the need for evidence based support, training and coaching is more important now than ever to address learning loss for these groups.

The following Goals (1, 2) have allocated LREGB funds in alignment with the allowable uses identified in EC Section 32526(c)(2)(B, C and E) in that it allows for the implementation, expansion, or enhancement of evidence-based learning supports, such as:

Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff (Action(s) 1.2, 1.6, 2.4)
Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both(Action(s) 1.6, 2.4)
Providing early intervention and literacy programs for pupils in preschool to grade 3 (Action(s) 1.6, 2.4)
Providing professional development and coaching on the ELA/ Math frameworks (Action(s) 1.6, 2.4)
Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

The following actions are funded in whole (1.6, 2.4). See the actions descriptions for the rationale for the inclusion of each action. (Action(s) 1.6, 2.4)

2024 Reflections

Both California School Dashboard and local benchmark data (STAR 360) indicate that the majority of students are proficient in English Language Arts(ELA) and Mathematics. While both ELA and Mathematics are above standard on the 2024 Dashboard, both declined slightly (5.4 points each). A notable disparity continues to present between the near-grade level performance of students who identify as Hispanic, come from low-income households, or are English language learners compared to the strong performance of students who identify as white, Asian or two or more races. Significant gaps between students with disabilities and all other student groups continue to be noted in literacy. While a general gap between the performance of students on the Smarter-Balanced Assessment Consortium (SBAC) and our local benchmark (STAR 360) in the content area of math was noted previously, work to align our STAR 360 cut scores is anticipated to result in better alignment going forward.

Students with disabilities improved from “Red” (2023) to “Orange” for English Language Arts for the California 2024 Dashboard. Chronic Absenteeism improved for all seven groups in “Red” during the 2023 Dashboard; with Asian, 2 or More Races , and white improved to green and the student groups All, Hispanic, EL, SED and SWD all improved to yellow. At the school level, La Patera has the color “Red” for English Learner Progress (ELPI) and Ellwood improved from “Red” to “Green” in the same category. While the district has improved Chronic Absenteeism overall, Ellwood shows "Red' for both English Learners and Students with Disabilities.

2023 Reflections
Both California School Dashboard and local benchmark data (STAR 360) indicate that the majority of students are proficient in English language arts and mathematics. However, although the achievement is slowly rising, a notable disparity continues to present between the near-grade level performance of students who identify as Hispanic, come from low-income households, or are English language learners compared to the strong performance of students who identify as white, Asian or two or more races. Significant gaps between students with disabilities and all other student groups are noted in literacy. A general gap between the performance of students on the Smarter-Balanced Assessment Consortium (SBAC) and our local benchmark (STAR 360) in the content area of math is noted. Specifically, students with Disabilities scored in the lowest category "Red" for English Language Arts for the California 2023 Dashboard. At the school level, Brandon and Kellogg have the student group Students with Disabilities scoring in the red for English Language Arts. At the school level, Brandon has the student group Students with Disabilities scoring in red for mathematics. In an effort to target the specific needs of all of our learners, it is proposed in this three-year LCAP plan to separate literacy and math goals/actions once again to further explore this challenge. The 2023 California Dashboard notes that as a District all student groups are challenged with chronic absenteeism with the following student groups all scoring in the category "red" on the 2023 California Dashboard for Chronic Absenteeism: Asian, English Learners, Hispanic, Two or More Races, Socioeconomically disadvantaged, Students with Disabilities, and White. However, local data suggests that this is an issue that is improving. At the school level, Brandon, El Camino, Hollister and Isla Vista have the student group English Learners scoring in "red" for chronic absenteeism. At the school level, Brandon, Ellwood, Hollister, and Isla Vista have the Hispanic student group in the red for Chronic Absenteeism. At the school level, Ellwood has a student group of Two or More Races at the red level for chronic absenteeism. At the school level, Brandon, El Camino, Ellwood, Isla Vista, Kellogg, and Mountain View have the student group of socioeconomically disadvantaged scoring in the red for Chronic Absenteeism. At the school level, Brandon, El Camino, Hollister, Isla Vista, Kellogg, and Mountain View have the student group of Students with Disabilities scoring in red for Chronic Absenteeism. At the school level, Brandon, El Camino, and Kellogg have the student group White scoring in red for Chronic Absenteeism. Levels of absence are not yet at pre-COVID totals, though, so actions supporting attendance will be noted in the school climate goal. An overall appreciation for the need for social-emotional and behavioral learning was noted in this past three-year cycle of the LCAP. For this reason, there is now a separate "School Climate" goal that includes attention to these skills.

Reflections: Technical Assistance

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

Goleta Union School District is not in Differentiated Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Parents	Met with parent groups to review the elements and purpose of an LCAP, progress on meeting current LCAP goals and opportunity to provide input on what goals and actions may be needed moving forward. District Parent Advisory Committee (DAC), March 12, 2026 English Learner Advisory Council (DELAC) Meeting, March 12, 2026 Parent Advisory for Gifted Education Support, March 17, 2026 Special Education Advisory Committee, February 10, 2026 Parent surveys sent via Parent Square with hard copies available in school offices in English and Spanish, February/March 2026
Teachers & Staff (Credentialed & Classified)	Met with staff groups to review the elements and purpose of an LCAP, progress on meeting current LCAP goals and opportunity to provide input on what goals and actions may be needed moving forward. Site Staffs during a staff meeting, February 2026 Learning Center Teachers, February 6, 2026 Curriculum Advisory Council, February 18, 2026 School Office Managers, April 9, 2026 Expanded Learning Leadership Staff, March 13, 2026 Wellness Committee, February 2, 2026 Staff LCAP surveys sent to all staff via Google Form, March 2026
District Leadership (Supervisors, Coordinators, Principals, Directors, Cabinet)	Met with staff groups to review the elements and purpose of an LCAP, progress on meeting current LCAP goals and opportunity to provide input on what goals and actions may be needed moving forward. Leadership meetings Cabinet meetings

Educational Partner(s)	Process for Engagement
	Open Invitation to participate in various meetings for staff groups as listed above Staff LCAP surveys sent to all staff via Google Form
Students	On March 9, 2026 students from all nine schools will participate in interactive LCAP Interviews at the District Office. Additionally, all second and sixth grade students were given an opportunity to complete an age-appropriate student survey via Google Form, March 2026.
Union Leadership (Credentialed & Classified)	Credentialed and classified union leadership meet with District leadership regularly. Input on the LCAP was a topic for one of these meetings during February/ March 2026.
Board of Trustees	The timeline, mid-year LCAP update, updates on student progress and emerging themes were shared with the Board during various board meetings over the year, February - June 2026.
Special Education Local Plan Area (SELPA)	District leadership met with the local SELPA on March 10, 2026 to review the current LCAP and seek input on the development of the next LCAP cycle.

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

Based on input from community educational partners several actions and services have been expanded or adjusted. While our top priority continues to be Literacy, which encompasses both English language arts and English language development, the need for targeted Mathematics based professional development and support , especially in light of our upcoming textbook adoption, remains a priority. Consultations with the Educational Services Guiding Coalition and the Curriculum Advisory Council confirmed a need for targeted Tier 2 support as such, the use of UFLI (University of Florida Literacy Institute) Foundations will be expanded district wide in grades K-3. All teachers in those grade levels will receive extensive training in UFLI Foundations. As the concerns about a need for additional math intervention and differentiation remain, renewed focus in this area includes the addition of a Mathematics TOSA. The educational partners made it clear that our emphasis on literacy continues to yield positive results. Additionally, in order to clarify the focus, partner feedback resulted in the expansion or separation of several actions and services. The input from SELPA affirmed the focus of aligning special education and general education supports.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Literacy: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in Literacy. It should be noted that additional targeted actions for the overall achievement and growth of students with disabilities will also be noted in Goal 3.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Current literacy data shows a discrepancy in both the overall local benchmark data (STAR 360-ELA) and the State assessments (SBAC-ELA) for various student groups. While overall achievement is strong, students who identify as Hispanic, from low-income households, English learners or students with disabilities continue to perform significantly lower than their peers on these assessments. During a review of current LCAP goals and student data, educational partners expressed concern about the student groups not achieving the same levels of proficiency as other student groups. It is from the educational partner input that it was recommended to separate out literacy and math as goals on this new LCAP cycle to expressly target these student groups for successful achievement and growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	STAR 360 Reading Spring Benchmark: Proficiency Updated Metric	Spring 2024 Proficiency: 61.6% Overall SED (51%) proficiency, SWD 21.6 %	EOY STAR Proficiency: 66.8% At/Above benchmark SED (51%)	Spring 2026 STAR Proficiency : 62.7% At/Above benchmark SED (42%)	85% Overall Proficiency SED at least 70% proficiency, SWD 35%	Spring 2026 STAR Reading Overall Proficiency rate is 1.1% above the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Note: The cut scores changed in 2025 to better correlate with SBAC results.	NEW BASELINE: Spring 2024 Proficiency: 58% Overall SED (37.2%) proficiency, SWD 19.2%	SWD 24.1% NEW EOY Spring 2025 STAR Proficiency: 62.7% At/Above benchmark SED (42%) SWD 21.6 %	SWD 22.3% NO CHANGE FOR THIS YEAR		Spring 2024 Baseline SED is 9% below baseline. SWD is 0.7% above baseline. Updated Metrics: Spring STAR 5.8% above baseline. SED is 4.8% above baseline SWD 3.1% above baseline
1.2	STAR 360 Reading Spring Benchmark: Growth	Spring 2024 Growth: 77.6% Overall	EOY STAR Growth: 71.1% At/Above benchmark.	EOY STAR Growth: 69.9% At/Above benchmark.	All student groups demonstrate typical or high growth.	Spring 2026 Overall Growth is 7.7% below the Spring 2024 Baseline. Note: The cut scores changed in 2025
1.3	CA Dashboard: English Language Arts (based on SBAC)	2023 CA Dashboard: English Language Arts All Students = Green (34.4 points above standard) Blue = Asian (76.7 points above standard), 2+ Races (73.6 points above standard), White	2024 SBAC ELA All Students = Green (28.9 points above standard) Blue = Asian (74.3 points above standard), 2+ Races (73.6 points above standard)	2025 SBAC ELA All Students = Green (31.8 points above standard) Asian = Blue (79.8 points above standard) (increased 5.5)	2026 CA Dashboard: English Language Arts Overall Students = 45 points above standard All Student Groups by Ethnicity, SED	All Students: 2.6 points below baseline Asian: 3.1 points above baseline 2+ Races: 0.6 below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(74.4 points above standard) Green = No groups Yellow = Hispanic (8.5 points below standard), SED (14.7 points below standard) Orange = English Learners (22.1 points below) standard Red = Students with Disabilities (75.7 points below standard)	White (67.1 points above standard;Green) Hispanic (13.7 points below standard), SED (15.2 points below standard) English Learners (27.6 points below standard); Students with Disabilities (71.1 points below standard); Orange	Two or More Races (73 points above standard) (declined 3.4) White = Blue (75.3 points above standard) (increased 8.2) English Learners = Yellow (22.1 points below standard) (increased 5.5) Homeless = Yellow (55 points below standard) (increased 10.4) Students with Disabilities = Yellow (66.2 points below standard) (increased 4.9) Hispanic = Orange (16 points below standard) (maintained -2.3) SED = Yellow (17 points below standard) (increased -1.8)	= at least 5 points above standard English Learners = within 5 points of standard Students with Disabilities = at least 60 points below standard	White: 0.9 points above baseline Hispanic: 7.5 point below baseline SED: 2.3 points below baseline English Learners: No change Students with Disabilities: 9.5 points above baseline (Homeless - no baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CA Dashboard: English Learner Progress Indicator (ELPI)	2023 CA Dashboard: English Language Progress Indicator Overall = Orange (50.5%)	2024 CA Dashboard: English Language Progress Indicator Overall = Green (52.8%)	2025 CA Dashboard: English Language Progress Indicator Summative ELPAC: Overall = Green (56.8% making progress) (increased 4.1%) 1.1% maintained level 4, 30.1 maintained level 1-3, 13% decreased a level Alternate ELPAC: 50% progressed a level 50% did not progress a level	2026 CA Dashboard: English Language Progress Indicator Overall = Green or Blue, 70% of English Learners will progress at least one ELPI level or maintain level 4	GUSD English Language Progress Indicator (ELPI) level increased 4.1% and remained in Green. Two levels above baseline.
1.5	Reclassification Rate	19%. July 1st-June 30th	93 students or 20% of our 547 total MLs have been reclassified since August 2024.	80 students or 17% of our 479 total MLs have been reclassified since August 2025.	25% students will be reclassified	80 students or 17% of our 479 total MLs have been reclassified since August 2025 which is 2% lower than the baseline.
1.6	Access to Curriculum Aligned Instructional Materials	100% of students have access to curriculum-aligned instructional materials	100% of students have access to curriculum-aligned instructional materials.	100% of students have access to curriculum-aligned instructional materials.	100% of students have access to curriculum-aligned instructional materials	100% of students have access to curriculum-aligned instructional materials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Implementation of Board-adopted, curriculum-aligned instructional materials, State standards, and a broad course of study through school site/classroom schedules and observations	Schedules indicate use of adopted curriculum for core subjects, with some grade levels having less cohesion across the district. All schools incorporate instruction of broad course of study. Standard met.	Teachers' schedules indicate use of adopted curriculum for core subjects. All schools incorporate instruction of broad course of study. Principals and Instructional Services staff monitor site schedules to ensure consistent grade level scheduling. In progress.	Teacher's schedules indicate the use of adopted curriculum for core subjects to varying degrees. We have identified a need to refocus on adopted curriculum as evidenced by focused principal walk throughs and intentional review of progress. There is a broad course of study. The Principals and Educational Services team work to ensure consistent scheduling and follow up with in class observations.	Schedules indicate use of adopted curriculum for core subjects consistently across all grade levels across the district. All schools incorporate instruction of a broad course of study. Continue to meet standard.	Standard Met
1.8	Teacher Assignment Rate	100% of teachers qualified and assigned correctly	100% of teachers qualified and assigned correctly.	100% of teachers qualified and assigned correctly	100% of teachers qualified and assigned correctly	100% of teachers qualified and assigned correctly
1.9	Implementation of programs and services developed and provided to unduplicated pupils	Standard met.	Standard Met	Standard Met	Continue to meet standard.	Standard Met
1.10	Implementation of programs and services developed	Standard met.	Standard Met	Standard Met	Continue to meet standard.	Standard Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and provided to individuals with exceptional needs					

Goal Analysis [2025-26]

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

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

Overall, the implementation was a success. While there are no substantive differences in planned actions and services and actual services provided within the 2025-2026 school year, the actions and services will be refined to provide an expanded roadmap for the 2026-2076 school year and include actions associated with the LREBG (Learning Recovery Emergency Block Grant).

The expansion of the Science of Reading(SoR) has yielded beneficial results. Most notably is the increased performance in DIBELS (K-2) and increased levels of proficiency for El Camino students. Educational partner responses, via survey, observations etc, have consistently confirmed that the Science of Reading signature practices are key to ensuring overall success for our students. Many teachers affirm the impact of the use of daily routines on academic performance. Principal walkthroughs have yielded important information regarding pacing and use of signature practices.

While the refinement and evaluation of MTSS continues to be an area of focus, this year Professional Learning Teams, In concert with the guiding coalition, worked on building the learning ladders for ELA district wide.

The GUSD Dual Language Immersion (DLI) program continues to thrive as evidenced by a record number of families applying for admission to the program with an active waitlist.

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.

Goal 1 Action 4 expenditures were less then the originally projected budget. Although not the first year of implementation within this three year cycle. The district found it necessary to allocate resources directly to early literacy with regards to training, and funding. GUSD will maintain this action, and continues to explore the use of an MTSS system throughout its educational program.

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

Action 1.1 English Language Development efforts continued to focus on supporting students in targeted areas of need based on the ELPAC domain data. Students were regularly monitored and supported. Prior to the 2026 ELPAC, 16 students were able to be reclassified during

the fall and winter due to increased proficiency in ELA which is a direct result of targeted intervention to Tier 1 instruction. In 2026-27, we will provide more opportunities to enhance the designated and integrated ELD professional development and site coaching.
Action 1.2 allowed for targeted coaching by the TOSAs to support teachers in analyzing data and identifying specific instructional strategies and next steps to support student growth.
Action 1.3 The DLI program continues to be a strong program that is well attended and academic growth continues to increase. Targeted professional development including training in Maravillas and Lectura have resulted in teachers acquiring actionable skills to improve outcomes at El Camino.
Action 1.4 The Science of Reading training has strengthened tier 1 instruction. DIBELs results indicate the positive impact when targeted Tiered instruction is implemented with fidelity. Next steps are to review and streamline the research based, systematic supplemental curriculum for tier 2 to maximize student growth. Professional Development " in using class climate as an effective to enhance learning engagement (including classroom management, turn taking, structured language practices)" was deprioritized based upon feedback and the need to focus on the development of the Professional Learning Teams (PLTs) and the use of Learning Ladders.
Action 1.5: The Educational Services Guiding Coalition was successful in supporting and strengthening a common understanding of PLCs and collaborated to provide targeted professional development on ELA standards through the use of learning ladders. All schools in GUSD have been recognized as either a Model PLC or Promising Practices school.

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

For the 2026-2027 LCAP the following changes have been made resulting from reflections on prior practices:

Actions: Action 1.1 (English Language Development) was adjusted to reflect the need for targeted professional development for the integration of ELD and the title of the Ed Services director was updated. The sentence "English learners toward reclassification by ensuring they have equitable access to core curriculum and targeted English language development." was removed.

Action 1.2: The phrase "Provide targeted training for substitute teachers in the area of science of learning." was removed based upon feedback from educational partners and actions regarding claims work was added. Additionally sites will received detailed training on data analysis in response to the creation of predictable data analysis windows. LREBG details were added to account for its partial funding of coaching and professional development related to the ELA framework, Language regarding the Principal PLT was added.

Action 1.3: The sentence "The revision of the DLI Master Plan will be continued to prioritize effective implementation of both English and Spanish Language Routines, providing DLI centered professional and building a strong network of bilingual educators." was added.

Action 1.5: The sentence " Implement a data protocol to review DIBELs data to evaluate the next steps for instruction such as improvement to Tier 1 if less than 80% were proficient or determining instructional strategies for Tier 2. "

Action 1.6 LREBG was added to reflect results of the needs analysis and to address how the actions aligned with the requirements of the grant in order to meet the learning loss needs of identified students through allowable

The baseline for the STAR metric was updated to better correlate with SBAC performance and changes noted below the baseline, year 1 outcomes and in the difference from Baseline columns.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Language Development	Principals will receive targeted professional development and embedded coaching on ELD integration and implementation and will work in collaboration with the Director of Educational Services to develop written plans to move students at-risk or currently long-term English learners toward reclassification by ensuring they have equitable access to core curriculum and targeted English language development. Available plans will be researched, developed and implemented. Professional learning collaboration will focus on the identification of ELPAC domain trends and for individual students that are indicated as areas of weakness for targeted instruction and differentiated support. Language learners will be regularly monitored for proficiency and growth by teacher teams, site teams, and the Director of Educational Services. Targeted walk throughs with feedback and intentional grouping to enhance language acquisition will be prioritized. Evaluate current practices and identify opportunities to enhance Designated and Integrated ELD foundational knowledge, the ELD Standards and Integrated ELD across content areas. Evaluate systemic Progress-monitoring process for all English Learners with particular focus on LTELs (Long Term English Learners)	$60,234.00	Yes
1.2	Professional Development for Literacy	Continue professional development and job-embedded coaching for general education and special education teachers on literacy instruction based on the science of reading best practices, sound professional learning community strategies and continued integrations of topics such as "Learning Ladders" utilizing GUSD core and supplemental curriculum.	$178,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development for administration (including SoR Refresh and deep data analysis, to ensure their staff attends to daily decoding routines, a commitment to two hours of English language arts in primary (hour and a half in upper grade), progress monitoring of foundational skills with DIBELs, and the use of small groups during tier-one instruction. Additionally, continued focus on ensuring collaboration and cohesive development of tier-two specialists will be maintained. Engage the Curriculum Advisory Council and the Educational Services Guiding Coalition through comprehensive Claims and Blueprint work, informed by integration of Learning Ladders, to better understand instructional adjustments needed to enhance performance on SBAC (Smarter Balanced Assessment System). Research noted in the Mathematics Framework (2023) which explores impactful ways to enhance learning for students, including those targeted by our needs analysis. LREBG (Learning Recovery Emergency Block Grant) will partially fund the expansion of professional development and coaching, in the amount of $10,000, in collaboration with Santa Barbara Education Office and other providers, regarding the implementation of the research aligned ELA/ELD Framework (2014). This action aligns with allowable uses of funds by providing professional development and coaching that will equip the staff to better address learning loss for the identified groups(LatinX, English Learners, and Students with Disabilities) and the school identified in the grant by aligning ELA instruction with the evidenced based practices within the framework and increasing their ability to access high quality Tier 1 instruction to increase learning outcomes. Metrics 1.1 and 1.3 will be monitored in connection with this goal.		
1.3	DLI Program	The Dual Language Immersion Program will continue to be supported at El Camino School as an alternative District Program to support language development in English and Spanish. The DLI Taskforce will be reconvened to update the Master Plan and evaluate the program to identify	$62,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities for expansion and growth. Review assessments and materials to confirm appropriateness and applicability and update as necessary. Teachers will communicate student progress with families, share strategies for supporting language development, and seek input regarding any concerns that they may about their child's language development. The revision of the DLI Master Plan will be continued to prioritize effective implementation of both English and Spanish Language Routines, providing DLI centered professional and building a strong network of bilingual educators.		
1.4	Multi-Tiered Systems of Support	Evaluate and refine implementation of the District's MultiTiered System of Supports (MTSS) supporting academics to integrate with the work of sites' professional learning communities (PLCs). Teachers in all schools will provide strong tier-one instruction and embedded tier-two intervention. Additionally, classified staff trained in differentiation will also be assigned to support the tier two structure of supports on sites so classroom teachers can provide targeted intervention for specific grade-level skills identified during the analysis of student data during professional learning team collaboration. For schools with greater than 50% unduplicated count, student: Tier 2 support will be augmented. Plans for literacy will be communicated with parents, including strategies for how families can also support outside of school and to seek input from families on any concerns that may impact their child's literacy development. Establish cohesive framework for use of time blocks, with differentiated student goals and progress monitoring. Evaluation of grouping practices to ensure flexibility and equitable access for all students. Provide professional development in using class climate as an effective to enhance learning engagement (including classroom management, turn taking, structured language practices).	$2,458,830.00	Yes
1.5	Professional Learning Communities	Evaluate Professional Learning Community(PLC) practices, district-wide. Establish a District Guiding Coalition to support Professional Learning Teams throughout the district with particular emphasis on decreasing learning gaps for English Language Learners, Hispanics and Students with Disabilities.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensuring that each site has an effective guiding coalition that guides the site PLTs will be a priority. Continue evaluation of Professional Learning communities characteristics, attributes and focus to ensure that all sites are PLT Right with focus on learning and results and a collaborative culture. Sites will take feedback from Model PLC applications, Principal PLTs and the District Guiding Coalition to ensure that site PLTs continue to develop shared values and vision, and keep collective inquiry, action oriented practices, and continuous improvement at the forefront while maintaining a collaborative culture and a results oriented focus. Implement a data protocol to review DIBELs data to evaluate the next steps for instruction such as improvement to Tier 1 if less than 80% were proficient or determining instructional strategies for Tier 2.		
1.6	Learning Recovery Emergency Block Grant (LREBG)-ELA/Literacy	The Learning Recovery Emergency Block Grant (LREBG) needs assessment revealed the necessity to expand support for students identifying as Latin X, English Learners, the unhoused, socioeconomically disadvantaged and Students with Disabilities through the expansion and refinement of our Tiered intervention tools, providing targeted tutoring to accompany our existing Science of Reading based early literacy efforts. Research, including the “PreK-12 Tutoring Programs and Student Learning Outcomes: A Systematic Review and Meta-Analysis of the Experimental Evidence (2024) affirm the ability for tutoring, for example, to lead to significant increases in academic outcomes for students experiencing learning loss. The below mentioned efforts, specifically expanding the researched based programs such as UFLI, DIBELS and providing tutoring services to the students identified above, were selected for their ability to impact English Language Arts associated learning loss. A Districtwide Pilot Study of UFLI Foundations (2023) suggests that the use of a literacy program such as UFLI has a significant and meaningful impact on early literacy skills when compared to students not using a program.	$65,500.00	No

Action #	Title	Description	Total Funds	Contributing
		They align with the allowable expenditures to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Providing academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning, and providing materials and early intervention and literacy programs for preschool to grade 3. The below mentioned actions were chosen for their evidenced back approaches to addressing the learning loss needs of the identified students. The Educational Services Department will conceptualize and evaluate the effectiveness multi-year literacy plan to streamline the delivery of Tiered Interventions district wide. This plan will include: 1. Leveraging both the site level and Educational Services Guiding Coalitions to evaluate current MTSS approach, Tiered offerings and provide protocols and trainings to expand existing use of UFLI (University of Florida Institute)Foundations program as a Tier 2 Intervention support in Grades 1-3 and Supplemental/Tier 1 for K. 2. Provide targeted SoR training in explicit systematic instruction for Grades 4-6 to strengthen educator ability to fill literacy gaps(e.g. Consultants/supplemental programs). a. District wide expectations for all supplementary programs will be developed, communicated and evaluated during the data analysis windows to make necessary adjustments to delivery model and implementation. 3.Tier 2 supplemental programs (i.g. BOOST) will be enhanced and expanded for those sites who demonstrate implementation to fidelity during the 2025-26 school year. a. Sites will work with the Educational Services Department to ensure that data is disaggregated by grade level and target student groups including those identifying as LatinX, and Socioeconomically Disadvantaged and that an effective action plan is implemented. The Educational Services Director will collaboratively develop a universal data protocol to train admin and sites to expand the use DIBELs and review the data to		

Action #	Title	Description	Total Funds	Contributing
		evaluate next steps in association with timely Tier 1 and Tier 2 needs and adjustments. Additionally, tutoring offerings will be expanded to improve outcome for target groups (LatinX, students with emerging proficiency, students with disabilities etc.) The impact of these actions will be measured via metrics 1.1, 1.2. and 1.3.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Mathematics: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in mathematics. It should be noted that additional targeted actions for the overall achievement and growth of students with disabilities will also be noted in Goal 3.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Current mathematics data shows a discrepancy in the overall local benchmark data (STAR 360-Math) and the State assessments (SBAC-Math). Both assessments also demonstrate notable disparity amongst student groups. Additionally, teachers and administrators have voiced concern that there is need for additional intervention in math, but clarity of specific skills to target and monitor progress is needed. During a review of current LCAP goals and student data, educational partners expressed concern about the student groups not achieving the same levels of proficiency as other student groups. It is from the educational partner input that it was recommended to separate literacy and math as goals on this new LCAP cycle to expressly target these student groups for successful achievement and growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STAR 360 Math Spring Benchmark: Proficiency Updated Metric: The STAR 360 cut scores were adjusted in 2025 to	Spring 2024 Proficiency: 74.3% Overall New Baseline: 60.3% Overall	Spring 2025 Proficiency: 72% At/Above benchmark	Spring 2026 Proficiency: 54.3% At/Above Benchmark ----------	85% Overall Proficiency	Spring 2026 Proficiency rate is 20% below the Spring 2024 Baseline*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	better correlate with SBAC results.		New Spring 2025 Proficiency: 51% At/Above benchmark	New Spring 2026 Proficiency is unchanged		Using the updated metrics: Spring 2026 Proficiency rate is 6% below baseline.
2.2	STAR 360 Math Spring Benchmark: Growth	Spring 2024 Growth: 74.1% Overall	EOY Growth: 69.2% At/Above benchmark	Spring 2026 Growth: 71.6% At/Above benchmark.	Growth: 80% Overall	Spring 2026 Growth is 2.5% below the Spring 2024 Baseline
2.3	CA Dashboard: Mathematics (based on SBAC)	2023 CA Dashboard: Mathematics All Students = Green (7 points above standard) Blue = Asian (66.1 points above standard) Green = 2+ Races (56.9 points above standard), White (43.4 points above standard) Yellow = SED (40.1 points below standard), Students with Disabilities (86.7 points below standard) Orange = Hispanic (45.5 points below standard), English Learners (37.1 points below standard) Red = None	2024 CA Dashboard Mathematics All Students = 1.7 points above standard; Green Asian = 74.6 points above standard; Blue 2 + Races = 54.9 points above standard; Blue White = 41.5 points above; Blue Socioeconomically Disadvantaged(SED)= 47.4 points below standard; Orange	2025 CA Dashboard Mathematics All Students = 3.8 points above standard; Green Asian = 64.7 points above standard; Green 2+ Races= 51.1 points above standard; Green White = 47.2 points above standard; Blue Socioeconomically Disadvantaged(SED) = 48.1 points below standard; Orange	2026 CA Dashboard: Mathematics All Students = 22 points above standard All Student Groups by Ethnicity, SED, English Learners and Students with Disabilities = at least 24 points below standard	All Students: 3.2 points below baseline Asian: 1.4 points below baseline 2+ Races: 5.8 points below baseline White: 3.8 points above baseline SED: 8 points below baseline Students with Disabilities: 3.6 points below baseline Hispanic: 0.6 points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students w/Disabilities = 84.8 points below standard; Orange Hispanic = 46.2 points below standard; Orange: English Learners = 54.3. points below standard; Orange	Students w/Disabilities = 90.3 points below standard; Orange Hispanic = 46.1 points below standard; Orange English Learners = 51.1 points below standard; Yellow		English Learners: 14 points below baseline

Goal Analysis [2025-26]

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

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

Overall implementation of the Mathematics goal was thorough. PLTs continued to thoroughly analyze essential standards and learning targets with the support of District Guiding Coalitions. Home school connect communications were used to facilitate parent understanding of their student progress and the Math Initiative "Make Sure it Sticks by Sixth" has been shared district wide. Next steps include sharing the grade level expectations for fact fluency acquisition, developing learning ladders and ensuring that common formative assessments are appropriately rigorous.

In preparation for the adoption of a new curriculum, the Math TOSA led the development of the vision for mathematics in addition to the initial creation of math "look fors" that the principals will be consulted on in the coming school year. The need to streamline requirements for supplemental math pilots continues to be a priority as implementation of site level pilots did not yield actionable information on the readiness to expand beyond the current sites.

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

There are no stated additional contributing costs for this goal.

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

2.1: Professional Learning Team (PLT) collaboration has contributed to improvements in math instruction and targeted Tier 2 intervention; however, a greater and more consistent impact is needed to fully meet district goals. Overall, math-related actions have been effective in supporting achievement improvement. Classroom observations and teacher and principal feedback indicate that the review of mathematics data within PLTs has led to a renewed focus on instructional practices, with teachers making adjustments to both Tier 1 and Tier 2 instruction based on student needs.

Teachers are utilizing essential standards and prerequisite skills, as outlined in teacher-created Learning Ladders, to guide instruction and identify areas for intervention. The use of Common Formative Assessments (CFAs) is supporting data-informed decision-making; however, the development and implementation of CFAs varies across sites, resulting in inconsistencies in how effectively data is used to drive instruction and intervention.
There has been an increase in the number of students reaching proficiency; however, progress has not been consistent across all student groups. Students who identify as Latinx continue to experience an opportunity gap, indicating the need for more targeted and strategic instructional responses to accelerate growth.

At the Tier 2 level, several sites strengthened their intervention systems by adjusting specialist groupings to better meet student needs. In addition, all sites conducted a mathematics audit to evaluate alignment with board-adopted curriculum and research-based intervention practices. Findings from this process led to a renewed emphasis on instructional strategies such as Number Talks and Factswise, with some sites providing targeted professional learning to support implementation. This year, the district also prioritized strengthening math fact fluency as a foundational skill to support overall mathematics achievement.
Parent communication, as outlined in Action 2.1, was shared to ensure families had a clear understanding of strategies to support learning at home, as well as awareness of site progress.
Moving forward, a stronger and more consistent implementation of PLT practices is needed across all sites, including aligned CFAs, effective use of Learning Ladders, and targeted instructional strategies. Continued focus will be placed on refining Tier 2 supports and accelerating growth for underperforming student groups, particularly Latinx students, in order to reduce opportunity gaps.

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

As a result of reflection on prior practices, data review, partner input and resource allocation analysis, the following adjustments were made.

Action 2.1: Added the specific evaluation of SBAC composite area results to inform instruction. Added "The Educational Services Guiding Coalition will facilitate the creation and integration of common Math Learning Ladders.
Action 2.2: Adjusted to include aligning the essential standards to the "Big Ideas" of the Math Framework. Additionally, teams will refine CFAs to to reflect the new alignment adjustments. The sentence "The Math TOSA will initially focus on identifying research and site based best

practices, identifying opportunities for alignment with the Mathematics Framework, and our current Tier 1 and Tier 2 practices, and participating in PLT and data team meetings as needed. " was deleted. Language about math ladders was added.
Action 2.3: "The Math TOSA will research and oversee mathematics pilots for Tier 2 intervention and overall support." was edited to reflect current structure of three TOSAs with one serving as the Math lead. Added language regarding exploring systems intended to provide progress data in addition to STAR.
Action 2.4 was added to address additional needs identified in relation to the LREBG needs assessment to meet the learning loss needs of students in the identified schools as well as the LatinX, English Learners, Unhoused, Socioeconomically disadvantaged and Students with Disabilities) .

The baseline for the STAR metric was updated to better correlate with SBAC performance and changes noted below the baseline, year 1 outcomes and in the difference from Baseline columns.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning Communities	Professional Learning Teams will collaborate around essential elements of the PLC process targeting the content area of math. A review of essential standards and learning targets, pre-assessment and protocols for analyzing common formative assessments, review of student progress monitoring of target skills, schedules, use of adopted and supplemental curriculum, instructional strategies, differentiation, plans for targeted intervention and extension, as well as school-to-home communication will be reviewed and updated to support improved student outcomes. Specific focus will be applied to the underachievement of student groups: Hispanic, English Learner and Students with Disabilities. The Educational Services Guiding Coalition will facilitate the creation and integration of common Math Learning Ladders. Plans for improved math achievement will be communicated with parents, including strategies for how families can also support outside of school and to seek input from families on any concerns that may impact their child's mathematical achievement. Teachers will examine the 2026 SBAC composite area results to inform instruction.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	New Curriculum Framework	District leadership and GUSD's Curriculum Advisory Council will continue to receive comprehensive training to review updates to the California Mathematics Framework in order to understand how to best support increased student achievement in mathematics. Sites will receive training on Math Learning Ladders, and create an action plan for integrating the framework in advance of the upcoming textbook adoption. Upon initial observation, an action plan will be co constructed by the leadership (district, site, coalitions, etc.) to ensure that all students achieve at high levels. Develop teacher understanding of the "Big Ideas" and the standards they are connected to and evaluate the identified essential standards to ensure alignment. Teacher teams will also evaluate current grade level CFAs to improve alignment to the Math Framework, Essential Standards and our math fluency focus. The Ed Services Department will develop and facilitate a multi-year training plan for ensuring each grade level understands expected results to support the district initiative "Make Sure it Sticks by Sixth."	$25,000.00	No
2.3	Supplemental Math Curriculum	District leadership and GUSD's Curriculum Advisory Council will consider the input from professional learning teams across the district, along with new learning from the review of the math framework, to determine if any additional or different intervention and extension supplemental mathematics curriculum is needed. The TOSAs will research and oversee mathematics pilots for Tier 2 intervention and overall support. Pilot opportunity to ensure we have reliable and actionable mathematics data to inform skill based instruction on foundational math skills to Identify unified district wide Math Fluency Assessments.	$0.00	No
2.4	Learning Recovery Emergency Block Grant (LREBG) - Math	The Educational Services Department will implement and evaluate a comprehensive mathematics learning recovery plan to support priority student groups and schools identified through the Learning Recovery Emergency Block Grant needs analysis. The plan will address learning loss while creating conditions to simultaneously accelerate mathematics achievement for all through strengthened Tier 1 instruction, targeted Tier 2	$53,340.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention, and the enhancement and continued evaluation of districtwide systems for progress monitoring and collaboration. The Learning Recovery Emergency Block Grant (LREBG) needs assessment revealed the necessity to expand and support the mathematical outcomes for students identifying as Latin X, English Learners, the unhoused, socioeconomically disadvantaged and Students with Disabilities through the expansion and refinement of our Tiered interventions, providing targeted mathematics training. Research, including the “PreK-12 Tutoring Programs and Student Learning Outcomes: A Systematic Review and Meta-Analysis of the Experimental Evidence (2024) affirm the ability for tutoring and small group instruction, for example, to lead to significant increases in academic outcomes for students experiencing learning loss. Key components of this action include: 1. Expanding professional development and coaching aligned to the research based strategies mentioned within the California Mathematics Framework (2023) with an emphasis on mathematical fluency, number sense, conceptual understanding, and discourse clearly supports the reduction of learning loss for students. Through partnerships, professional development, and coaching by SBCEO and other vendors which is an allowable use that aligns with allowable uses of funds by providing professional development and coaching that will equip the staff to better address learning loss for the identified groups (LatinX, English Learners, Unhoused, Socioeconomically disadvantaged and Students with Disabilities) and the two schools identified in the needs assessment by aligning instruction with the framework and increasing their ability to access high quality Tier 1 math instruction. A) Facilitate, and expand districtwide implementation of daily math fluency routines developed through Summer Institute work, including consistent classroom use of grade-level fluency practices and math game templates will begin in the fall of 2026 by researching evidenced based approaches for effectively integrating the Math Framework concepts within Tier 1 and Tier 2 instruction.		

Action #	Title	Description	Total Funds	Contributing
		B) Implementation of the district initiative “Make Sure It Sticks by Sixth,” which includes systematic monitoring of foundational numeracy and fluency skills in grades TK–6. C) Identification and implementation of districtwide math fluency assessments and progress monitoring tools by grade span to monitor student growth and inform instructional adjustments will be developed in the 2026-27 school year. 2.Accelerating progress to close learning gaps through the implementation of the evidence based learning support of Tutoring or other one-on-one small group learning supports (allowable use under EC Section 32526(c)(2)(A-F)) in the two target schools, for the focus groups (LatinX, etc.) and through the After School program as appropriate. This will expedite learning loss recovery by ensuring the students have increased support afterschool, individualized support via tutoring or additional small groups to create a tailored response to their individual needs. This will dovetail with the existing commitment to increase Tier 2 mathematics intervention support within the classroom by the classroom teacher for targeted small-group instruction provided multiple times weekly, and regular progress monitoring cycles to measure student growth and effectiveness of interventions. The impact of all of these actions will be measured via metric 2.3 -SBAC performance and 2.1- Star Proficiency.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Special Education: Students with disabilities (SWD) will decrease their rate of chronic absenteeism and increase their academic achievement. By the end of the 2026-2027 school year, chronic absenteeism of SWD will decrease to a rate of 15% or less (current data indicates 19.6%). Academic achievement of SWD will increase as evidenced by being 60 points from standard in ELA and being 70 points from standard in Math.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Although we are no longer in Differentiated Assistance for Special Education, our students with special education needs continue to have higher rates of chronic absenteeism (18.1% down from 27.6%) this demonstrates the districts strong commitment to implement effective truancy and absenteeism policies. Additionally they continue to be significantly below standard as compared to their general education peers with "all students 28.9 above standard and SWD 78.1 below standard. Our school teams have identified a focus on this student group as an important area to review and support so all students can achieve strong growth outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SWD Chronic absenteeism rate Data source: CA Dashboard	27.6% of TK-6th SWD were chronically absent (Data from 2022/2023 school year)	18.1% of TK-6th SWD were chronically absent (Data from 2023/2024 school year)	17.6% of TK-6th SWD were chronically absent (Data from 2024/2025 school year)	15% or less of TK-6th SWD will be chronically absent	In Year Two, the chronic absenteeism rate declined to 17.6%, representing a reduction of 10.0 percentage points from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	SWD Chronic absenteeism rate Data source: Educlimber	23.7% of TK-6th SWD were chronically absent (Data from May 2024)	20.3% of TK-6th SWD were chronically absent (Data from 5.2025)	17.6% of TK-6th SWD were chronically absent (Data from 2024/2025 school year)	15% or less of TK-6th SWD will be chronically absent	In Year Two, the chronic absenteeism rate declined to 17.6%, representing a reduction of 6.1 percentage points from the baseline.
3.3	SWD CAASPP SBAC ELA Data source: CA Dashboard	3rd-6th grade SWD scored 75.7 points below standard on the SBAC ELA and showed a decrease of 3 points (Red) (Data from 2022/2023 school year)	3rd-6th grade SWD scored 71.1 points below standard on the SBAC ELA and showed an increase of 4.6 points (Data from 2023/2024 school year)	3rd-6th grade SWD scored 66.2 points below standard on the SBAC ELA and showed an increase of 4.9 points (Data from 2024/2025 school year)	3rd-6th grade SWD will score 60 points below the standard on the SBAC ELA and show an increase of 5 points	In Year Two, students with disabilities scored 66.2 points below standard. This represents an improvement of 9.5 points from the baseline.
3.4	SWD STAR 360 Reading - Proficiency Data source: Educlimber	On the STAR 360 Reading, English,1st-6th SWD scored: 30.8% Proficient 12.7% On watch 35.5% Urgent intervention (Spring 2024)	On the STAR 360 Reading, English,1st-6th SWD scored: 24.5% Proficient 8.6% On watch 20.4% Intervention 46.5% Urgent intervention (Spring 2025)	On the STAR 360 Reading, English,1st-6th SWD scored: 22% Proficient 17.5% On watch 12.7% Intervention 48% Urgent intervention (Spring 2026)	On the STAR 360 Reading, English,1st-6th SWD will score: 25% Proficient 20% On watch 30% Intervention 25% Urgent intervention	Star 360 Reading Compared to Baseline: 8.8% Fewer were Proficient 4.8% More were On watch 12.7% More were at Intervention 12.5% More were at Urgent Intervention
3.5	SWD STAR 360 Reading - Growth Data source: Educlimber	76.4% of 1st-6th SWD are at or above the 35th growth percentile	59.9% of 1st-6th SWD are at or	58.2% of 1st-6th SWD are at or	100% of 1st-6th SWD will be at or above the 35th	The percentage of 1st-6th SWD are at or above the 35th

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Data from Fall 2023 to Spring 2024)	above the 35th growth percentile (Data from Fall 2024 to Spring 2025)	above the 35th growth percentile (Data from Fall 2025 to Spring 2026)	growth percentile on STAR 360 Reading	growth percentile decreased to 58.2%, representing a decline of 18.2 percentage points from baseline.
3.6	SWD CAASPP SBAC Math Data source: CA Dashboard	3rd-6th grade SWD scored 86.7 points below standard on the SBAC Math and showed an increase of 9.1 points (Yellow) (Data from 2022/2023 school year)	3rd-6th grade SWD scored 84.8 points below standard on the SBAC Math and maintained 1.9 points (Orange) 2023/2024 school year	3rd-6th grade SWD scored 90.3 points below standard on the SBAC Math and declined 5.5 points (Orange) 2024/2025 school year	3rd-6th grade SWD will score 70 points below the standard on the SBAC Math and increase 10 points (move from Yellow to Green, or maintain Yellow)	Compared to the baseline year, mathematics achievement for students with disabilities in grades 3–6 declined by 3.6 points.
3.7	SWD STAR 360 Math - Proficiency Data source: Educlimber	On the STAR 360 Math, 1st-6th SWD scored: 40.2% Proficient 5.4% On watch 13.1% Intervention 41.3% Urgent intervention (Spring 2024)	On the STAR 360 Math, 1st-6th SWD scored: 33.9% Proficient 8.5% On watch 18.2% Intervention 39.5% Urgent intervention (Spring 2025)	On the STAR 360 Math, 1st-6th SWD scored: 19.9% Proficient 15.4% On watch 16.9% Intervention 47.8% Urgent intervention (Spring 2026)	On the STAR 360 Math, 1st-6th SWD will score: 25% Proficient 20% On watch 30% Intervention 25% Urgent intervention	Compared to baseline on the STAR 360 Math, 1st-6th SWD scored: 20.3% fewer Proficient 10% more On watch 3.8% more Intervention 6.5% more Urgent intervention (Spring 2026 mathematics.
3.8	SWD STAR 360 Math - Growth Data source: Educlimber	72.2% of 1st-6th SWD are at or above the 35th growth percentile (Data from Fall 2023 to Spring 2024)	43.4% of 1st-6th SWD are at or above the 35th growth percentile	59.6% of 1st-6th SWD are at or above the 35th growth percentile	100% of 1st-6th SWD will be at or above the 35th growth percentile on STAR 360 Math	The percentage of 1st-6th SWD are at or above the 35th growth percentile decreased to 59.6%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data from Fall 2024 to Spring 2025)	(Data from Fall 2025 to Spring 2026)		representing a decline of 12.6 percentage points from baseline.

Goal Analysis [2025-26]

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

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

Overall, the implementation of proactive strategies to support students with disabilities (SWD) in improving attendance and supporting academic achievement continues to show success. School site principals, with the assistance of school office assistants, led the efforts in implementing proactive attendance strategies, including attendance conferences, contracts, and the integration of attendance discussions into IEP meetings. In cases where additional support was needed, referrals were made to Community Liaisons, effectively connecting families with vital community resources such as Operation School Bell, local food banks, and neighborhood clinics. Due to these efforts, Chronic Absenteeism continues to trend toward our goal of 15% or less. Compared to the baseline year, chronic absenteeism among TK–6 Students with Disabilities (SWD) decreased significantly. At baseline, 27.6% of TK–6 SWD were chronically absent. This substantial improvement indicates that more Students with Disabilities attended school regularly and reflects positive progress in efforts to reduce absenteeism and increase student engagement. While chronic absenteeism remains an area for continued attention, the Year Two data demonstrate meaningful gains toward improving attendance outcomes for Students with Disabilities.

Compared to the baseline year, STAR 360 Reading performance for English students with disabilities in grades 1–6 showed mixed results. At baseline, 30.8% of students scored in the Proficient range, 12.7% were identified as On Watch, and 35.5% were in the Urgent Intervention category. In Year Two, the percentage of students scoring Proficient decreased to 22.0%, a decline of 8.8 percentage points. The proportion of students identified as On Watch increased to 17.5%, while 12.7% of students were in the Intervention category. Additionally, the percentage of students requiring Urgent Intervention increased to 48.0%, an increase of 12.5 percentage points from baseline. Overall, the Year Two data indicate a shift toward higher levels of academic support needs, with fewer students performing at the proficient level and a greater percentage requiring intensive intervention. These results suggest a continued need to strengthen reading supports and targeted interventions for students with disabilities.

Compared to the baseline year, the percentage of students with disabilities in grades 1–6 who met the growth benchmark declined. At baseline, 76.4% of students with disabilities were at or above the 35th growth percentile. In Year Two, this percentage decreased to 58.2%, representing a decline of 18.2 percentage points. While more than half of students with disabilities continued to meet or exceed the growth benchmark, the Year Two results indicate that a smaller proportion of students achieved the expected level of academic growth compared to the baseline year. These findings suggest a need for continued monitoring and targeted supports to help increase growth outcomes for students with disabilities.

At baseline, students with disabilities scored 86.7 points below standard on the SBAC Math assessment and demonstrated growth of 9.1 points from the previous year. In Year Two, students with disabilities scored 90.3 points below standard and declined by 5.5 points. This represents a decrease in performance of 3.6 points relative to the standard, along with a shift from positive growth to declining achievement. While students with disabilities continue to face challenges in meeting state mathematics standards, the Year Two results indicate a need for additional instructional support and targeted interventions to improve mathematics outcomes and reverse the downward trend in performance.

Compared to the baseline year, mathematics achievement for students with disabilities in grades 3–6 declined. At baseline, students with disabilities scored 86.7 points below standard on the SBAC Math assessment and demonstrated growth of 9.1 points from the previous year. In Year Two, students with disabilities scored 90.3 points below standard and declined by 5.5 points. This represents a decrease in performance of 3.6 points relative to the standard, along with a shift from positive growth to declining achievement. While students with disabilities continue to face challenges in meeting state mathematics standards, the Year Two results indicate a need for additional instructional support and targeted interventions to improve mathematics outcomes and reverse the downward trend in performance.

Special education teachers, both MMSN and ESN, Psychologists, and speech-language pathologists formed job-alike groups to allow them to meet regularly and focus on problems of practice specific to their roles. As part of this effort, special education staff have also begun the process of reviewing their schedules and practices related to the prevision of Specially Designed Instruction to build a more cohesive instructional program across the district. Our focus is on alignment with the general education curriculum and with the school-wide tiers of support. One element that principals and special education teachers continue to focus on is ensuring that students with IEP services remain in their general education core instruction where possible. Multi-Tiered System of Support (MTSS) teams, including the principal, learning center teacher, and school psychologist, reviewed school-wide data, including the progress and growth of students with disabilities.

Compared to the baseline year, the percentage of students with disabilities in grades 1–6 who met the growth benchmark in mathematics declined. At baseline, 72.2% of students with disabilities were at or above the 35th growth percentile. In Year Two, this percentage decreased to 59.6%, representing a decline of 12.6 percentage points. While a majority of students with disabilities continued to meet or exceed the growth benchmark, the Year Two results indicate that a smaller proportion of students achieved the expected level of academic growth compared to the baseline year. These findings suggest a need for continued monitoring, targeted interventions, and additional instructional supports to help increase mathematics growth outcomes for students with disabilities.

Next year, we’re prioritizing clearer roles within the PLT structure to build instructional coherence in special education. We’re also identifying opportunities for special education staff to regularly participate in Professional Learning Teams (PLTs) to strengthen alignment, collaboration, and shared responsibility for student success. In addition, we’ll review and align curriculum and instructional materials to ensure a cohesive set of options across the district, provide training on implementation, and support the integration of effective instructional strategies—including the application of science of reading tenets—into special education instruction. As part of this work, we will review IEP service minutes to ensure students have adequate access to core instruction within their instructional day. We are focused on our math instruction, especially with our district-wide efforts to build math fluency across all grade levels. We have Special Education teachers participating on the adoption team for the upcoming Math curriculum adoption.

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

There are no stated additional contributing costs for this goal.

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

Overall, attendance data indicates that chronic absenteeism on the decline for SWD showing that our actions are making an impact on SWD being at school regularly. Our academic achievement data for SWD indicates a continued need to delve deeper into progress monitoring of ELA and Math in order to increase achievement outcomes and have more SWD move out of the urgent intervention category. Site leadership teams report that additional focus during PLT/PLC around SWD achievement data is needed for more in-depth analysis.

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.

Updated the year (26-27) to align with LCAP cycle. No other significant changes are proposed to the actions related to goal 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Chronic Absenteeism of SWD	School Site Principals, with support from school office assistants (SOA), will lead classroom teachers and special education Case Managers in supporting proactive attendance strategies and actions, such as attendance conferences, attendance contracts, and discussions regarding what is impacting SWD attendance during their Individualized Education Program (IEP) meetings in order to decrease chronic absenteeism. If needed, teams will additionally make referrals to Community Liaisons to access community resources (e.g., Operation School Bell, Food Bank, Neighborhood Clinics), particularly for SWD who are experiencing homelessness or are foster youth.	$0.00	No
3.2	Access to Tiered Literacy and Math Instruction for SWD	The Pupil Services department will work with Mild-Moderate Support Needs Teachers and Principals to review schedules and move to align our practices regarding students with IEPs receive intervention in tier 2 and/or tier 3 from a general education provider versus a special education	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		teacher. This represents the next area of focus after the work to align our support for students with disabilities in Tier 1.		
3.3	Literacy Professional Development and Implementation for SWD	Principals and Pupil Services will ensure that all special education teachers and speech-language pathologists utilize literacy professional development to implement best practices and delivery of research-based foundational reading skills and literacy instruction as part of a SWD's Individualized Education Program (IEP). Literacy coaches can be a resource to support implementation.	$0.00	No
3.4	Piloting and Adoption of Special Education English Language Arts and Math Curriculum for SWD	Pupil Services, in collaboration with school-based special education and general education teachers, will determine which research-based curriculums in literacy and math shall be chosen to pilot and then adopt for students receiving specialized academic instruction in literacy and/or math to achieve academic progress toward grade-level essential standards. 26-27 adjustment- The special education teachers will first seek to align the materials for specialized academic instruction with literacy and math materials adopted in general education.	$0.00	No
3.5	Literacy and Math Progress Monitoring	School site principals, with the support of school psychologists and learning center teachers and literacy coaches, will ensure that SWD progress and growth on District assessments (i.e., STAR 360 Early Literacy/Reading/Math, Dynamic Indicators of Basic Early Literacy Skills (DIBELS)) and progress monitoring assessments defined for each program (Mild/Moderate, Extensive Support Needs) will be regularly monitored and discussed by general education teachers, special education teachers, and speech-language pathologists through the PLC process using the four questions as evidenced by observation and data presentation (e.g., professional learning team meetings, data team meetings, staff meetings)	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	School Climate: In our district, we will provide equitable and healthy learning environments for all Preschool-6th grade students and their families so we increase daily attendance and decrease chronic absenteeism. Students and families will indicate that they feel connected at school, as indicated by survey data, monitoring implementation of social-emotional learning (SEL) curriculum and conducting professional development in positive behavior interventions and supports (PBIS) to enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS), Professional Learning Community (PLC) processes and partnerships with families and communities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was written in response to the needs identified through data analysis and input from educational partners. Although the California School Dashboard (Dashboard) data from 2023-2024 indicated improved student attendance, 11.1% of all students in grades TK–6 continue to be considered chronically absent. In addition, educational partner engagement and input meetings with staff, parents/guardians, and leadership indicate that students need additional support with and direct instruction in self-regulation, coping skills, and behavioral expectations, as well as social-emotional learning and mental wellness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic absenteeism rate Data source: CA Dashboard	2023 CA Dashboard: 17% of all students were chronically absent -20.4% English Learners -21.8% Latinx	2024 CA Dashboard: • 11.1% of all students were chronically absent	2025 CA Dashboard: • 10.2% of all students were chronically absent	2026 CA Dashboard: Chronic absenteeism rate for all students to less than 5% (Low Status) - 5% of all students	2025 CA Dashboard Compared to baseline: • 6.8% fewer of all students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-25.4%Socioeconomically Disadvantaged -27.6% Students With Disabilities	• 12.6% English Learners • 14.5% Latinx • 15.5% Socioeconomically Disadvantaged -18.1% Students With Disabilities (Data from 2023/2024 school year) New data to be added upon release	• 11.6% English Learners • 14.3% Latinx • 15% Socioeconomically Disadvantaged -17.6% Students With Disabilities (Data from 2024/2025 school year) New data to be added upon release	were chronically absent - 5% English Learners - 5% Latinx - 5% Socioeconomically Disadvantaged -5% Students With Disabilities All student groups = <10%	were chronically absent • 8.8% fewer English Learners were chronically absent • 7.5% fewer Latinx students were chronically absent • 9.4% fewer Socioeconomically Disadvantaged students were chronically absent -10% fewer Students With Disabilities were chronically absent
4.2	Daily Attendance rate Data source: Educlimber	The daily attendance rate for all students is 94.6% -93.7% English Learners -93.9% Latinx	The daily attendance rate for all students is 94.9%	The daily attendance rate for all students is 96.09%	The daily attendance rate for all students is 96% or greater.	The daily attendance rate increased compared to baseline as follows:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-94.6% Students With Disabilities (Data from May 2024)	• 94.7% English Learners • 94.1% Latinx • 93.2% Students With Disabilities (Data from 5/19/2025)	• 94.86% English Learners • 94.4% Latinx • 93.45% Students With Disabilities (Data from 6/3/2026)	• 96% English Learners • 96% Latinx • 96% Students With Disabilities	-All students increased by 1.4% • English Learners increased by 2.3% • Latinx increased by 2.1% -Students With Disabilities increased by 1.4%
4.3	Completion rate of Social Emotional Learning (SEL) lessons Data source: Second Step Dashboard	82.8% of classroom teachers completed all lessons in all 4 Units of Second Step (Data from May 2024)	85% of classroom teachers in grades in all 4 Units of Second Step (Data from May 2025)	67% of K-5 and 43% of 6th grade teachers are on track to completed all Second Step lessons. (Data from June 2026)	100% of classroom teachers completed all lessons in all 4 Units of Second Step	The percentage of teachers completing all units in second step decreased by 15.8% compared to baseline.
4.4	Percentage of students in grades K-6 who score in the “Typical” or “Strength” ranges on the DESSA-mini. Data source: Aperture Dashboard	The percentage of K-6 students scoring in the “typical” and “strength” range on the DESSA-mini for all students is 94% (Data from May 2024)	The percentage of K-6 students scoring in the “typical” and “strength” range on the DESSA-mini 91% • 60% = typical • 31% = strength (Data from 4/28/2025, Spring-Screening)	The percentage of K-6 students scoring in the “typical” and “strength” range on the DESSA-mini 91% • 60% = typical • 31% = strength (Data from Spring 2026 Screening)	The percentage of K-6 students scoring in the “typical” and “strength” range on the DESSA-mini for all students will be 96%	Compared to baseline, the percentage of K-6 students scoring "typical" and "strength" on the DESSA-mini reduced by 3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Percent of students in grade TK-6 who are referred to the office for Level 3 behavior. Date source: Schoolzilla, Data Form	8.1% of students (296) in grades TK-6 (3416) were referred to the office for Level 3 Behaviors. TK = 0.0% K = 0.2% 1st = 0.7% 2nd = 0.4% 3rd = 0.2% 4th = 0.2% 5th = 0.6% 6th = 0.8% (Data from May 2024)	5.15% of students (175) in grades TK-6 (3400) were referred to the office for Level 3 Behaviors. TK = 0.53% K = 1.03% 1st = 0.5% 2nd = 0.44% 3rd = 0.62% 4th = 0.59% 5th = 0.74% 6th = 0.71% (Data from May 2025 Universal Behavior Data Form)	4.9% of students (166) in grades TK-6 (3385) were referred to the office for Level 3 Behaviors. TK: 0.29% K: 0.50% 1: 0.77% 2: 0.60% 3: 0.60% 4: 0.41% 5: 1.09% 6: 0.71% (Data from June 2026 Universal Behavior Data Form/Synergy)	Less than 5% of students in grades TK-6 will be referred to the office for Level 3 behaviors. TK = <0.5% K = <0.5% 1st = <0.5% 2nd = <0.5% 3rd = <0.5% 4th = <0.5% 5th = <0.5% 6th = <0.5%	Compared to baseline, 3.2% fewer students were referred to the office for level 3 behaviors.
4.6	((DISCONTINUED)) Collect and monitor percentage of students in grade TK-6 who are referred to and receive general education counseling services in order to calibrate need Data source: Synergy	Unknown number of TK-6 students were referred and received general education counseling Baseline data is not available for preview.	4.6% of TK-6 students have been referred to and received general education counseling. Further data collection is needed to determine how many students were referred but did not receive any general education counseling services. (Data from 1/31/2025)	N/A	N/A	Data not collected due to metric being discontinued.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Percent of 2nd and 6th-grade students who report that they feel connected at school Data source: District LCAP Survey	71.9% of 2nd-grade students (score of '3' out of 3) 66.3% of 6th-grade students (score of '4' or '5' out of 5) (Data from May 2024)	73.9% of 2nd-grade students (score of '3' out of 3) 62.9% of 6th-grade students (score of '4' or '5' out of 5) (Data from May 2025)	77% 2nd-grade students (score of '3' out of 3) 72.7% of 6th-grade students (score of '4' or '5' out of 5) (Data from May 2026)	85% of 2nd-grade students (score of '3' out of 3) 85% of 6th-grade students (score of '4' or '5' out of 5)	Compared to baseline, the percentage of 2nd grade students reporting feeling connected to school increased by 5.5%, 6th grade increased by 6.4%.
4.8	((DISCONTINUED))Percentage of parents/guardians who attend school events (e.g., Back to School Night, Open House, Parent-Teacher Conferences) Data source: Site-reported data/ ParentSurvey	Percentage of parents/guardians who attend Back to School Night: 86.6% Parent Conferences: 92.7% Open House: 84.6% (May 2024 is Parent Survey only. Site collected data will initiate during 2024-25 school year)	Percentage of parents/guardians who attend Back to School Night: 86.7% Parent Conferences: 91.2% Open House: 74% Per data reported by 78.26% of teachers across the district, students had at least 1 parent/guardian attend: Back to School Night had a 55.29% attendance rate and Fall Parent-Teacher Conferences had a 75.38% attendance rate.	N/A	N/A	This data was not collected for 25-26 and will be discontinued for 27-28.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Spring Parent-Teacher conferences had a 38.57% attendance rate. Open House had a reported 54.79% attendance rate (Data from 6/2025)			
4.9	Percent of parents/guardians who report that they feel welcome/ connected at school Data source: District LCAP Survey	88.07% of parents/guardians feel that their family feels welcome at school (score of '4' or '5' out of 5). (Data from May 2024)	85.90% of parents/guardians feel that their family feels welcome at school (score of '4' or '5' out of 5). (Data from April 2025)	86.40% of parents/guardians feel that their family feels welcome at school (score of '4' or '5' out of 5). (Data from May 2026)	Percentage of all parents/guardians who report they felt connected at school (score of '4' or '5' out of 5) will increase to 100%	Compared to baseline, the percentage of parents reporting they feel welcome/connected decreased by 1.67%.
4.10	Facilities Inspection Tool (FIT) Report Summary as Reported in the School Accountability Report Card (SARC)	8/9 schools received a "good" overall rating, with 1 school receiving an "exemplary" rating. Categories of cleanliness, electrical, restrooms/fountains, safety were all indicated as good for all schools. 5 schools received a "fair" rating in systems, 1 school indicated as "fair" in interior surfaces, 2 were "fair" in structural, and 9 were "fair" in the external category.	8/9 schools received a "good" overall rating, with 1 school receiving an "exemplary" rating. Categories of cleanliness, electrical, restrooms/fountains, safety were all indicated as good for all schools. 5 schools received a "fair" rating in systems, 1 school indicated as "fair"	7/9 schools received a "good" overall rating, with 2 schools receiving an "exemplary" rating. Categories of cleanliness, electrical, restrooms/fountains, safety, and structural were all indicated as good for all schools. 1 school received a "fair" rating in systems, 7 schools	All 9/9 schools rated "good" or "exemplary" overall and in all categories.	Compared to baseline, 1 more school received a "exemplary" overall rating and 1 fewer school received a "good" overall rating as measured by the FIT.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All remaining categories were rated as "good." (Data from 2023-24 school year)	in interior surfaces, 2 were "fair" in structural, and 7 were "fair" in the external category. All remaining categories were rated as "good." HVAC systems have been upgraded, new playground equipment placed in several schools. Asphalt and roof projects continue throughout the '24-'25 school year. Gophers and squirrels continue to be an ongoing challenge	indicated as "fair" in interior surfaces, and 5 were "fair" in the external category. All remaining categories were rated as "good." HVAC systems have been upgraded, new playground equipment placed in several schools. Gophers continue to be an ongoing challenge		
4.11	Suspension Rate Data source: CA Dashboard	< 0.5% of all TK-6 students were suspended at least one day 0.6% English Learners 0.7% Latinx 0.7% SocioEconomically Disadvantaged 2.0% Students With Disabilities 0% Asian 0.3% White	• 0.7% of all TK-6 students were suspended at least one day • 2.4% Students With Disabilities	0.3% of all TK-6 students were suspended at least one day • 1% Students With Disabilities • 0.5% Socioeconomically	< 0.5% of all TK-6th grade students suspended at least one day. - 0.5% Students With Disabilities - 0.5% Socioeconomically Disadvantaged - 0.5% English Learners - 0.5% White - 0.5% Latinx	Compared to baseline .2% of all TK-6 students were suspended at least one day. 0.1% fewer English Learners 0.2% fewer Latinx 0.2% fewer SocioEconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4.2% African American (Data from 2022-23 school year)	• 1.0% Socioeconomically Disadvantaged • 0.9% English Learners • 0.7% White • 0.8% Latinx -0.5% Asian -4.5% African American (Data from 2023-24 school year)	• Disadvantaged • 0.5% English Learners • 0.2% White • 0.4% Latinx • 0% Asian • 0% African American (Data from 2024-25 school year)	- 0.5% Asian - 0.5% African American	1.5% fewer Students with Disabilities 0.5% more Asian 0.2% more White 3.7% fewer African American
4.12	Expulsion Rate Data source: Synergy	0% of all students were expelled (Data from June 2024	0% of all students were expelled Data pulled from (Data from 4/28/2025)	0% of all students were expelled Data pulled from (Data from June 2026)	Maintain the current expulsion rate for all students at 0%	The difference from baseline is zero, which is the desired outcome.

Goal Analysis [2025-26]

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

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

The overall implementation of initiatives to promote positive daily attendance, social-emotional learning (SEL), inclusive practices, and family engagement to foster a positive and welcoming school climate was successfully carried out, with some minor adjustments from the original plan. School site principals, school psychologists, and classroom teachers continue to lead proactive attendance strategies, including conducting attendance conferences, developing attendance contracts, and making referrals to Community Liaisons for support with clothing, transportation, and medical needs through programs such as Operation School Bell and Neighborhood Clinics.
While the majority of actions followed the original plan, challenges included ensuring timely referrals and coordinating services for families with multiple needs, which were mitigated through improved communication between Community Liaisons and school teams. The MTSS

teams, supported by school psychologists, engaged in PLC cycles using DESSA-mini data to target SEL competency gaps. The DESSA-mini data has proven unreliable to inform this goal and other data sources are being explored. Site PBIS Leadership Teams worked closely with all staff to implement tiered PBIS practices, and classroom teachers collaborated through PLCs to review behavioral data and explicitly reteach behavioral expectations based on identified needs. Significant progress was made toward incorporating Pupil Services staff into the PLT structures. Job-alike groups were created for special education staff and the Pupil Services guiding coalition led an effort to develop recommendations for Pupil Services staff specific roles within the PLC process. A new climate culture survey will be adopted in an attempt to provide improved data related to this goal.

Compared to the May 2024 baseline, daily attendance rates improved for most student groups by Year Two. The attendance rate for all students increased from 94.6% to 96.09%, representing a gain of 1.49 percentage points. English Learners also showed improvement, with attendance rising from 93.7% to 94.86%, an increase of 1.16 percentage points. Latinx students experienced a modest increase from 93.9% to 94.4%, reflecting a gain of 0.5 percentage points. In contrast, Students with Disabilities saw a slight decline in attendance, decreasing from 94.6% to 93.45%, a reduction of 1.15 percentage points. Overall, attendance rates increased for all students, English Learners, and Latinx students, while Students with Disabilities remain an area of focus due to the decrease observed during the same period.

Compared to the baseline year, the completion rate of Social Emotional Learning (SEL) lessons, as measured by the Second Step Dashboard, shows a decline in implementation fidelity. At baseline, 82.8% of classroom teachers completed all lessons across all four units of the Second Step curriculum. In Year Two, 67% of K–5 teachers and 43% of 6th-grade teachers were on track to complete all Second Step lessons. While many teachers continue to implement the curriculum, the percentage of teachers completing or projected to complete all lessons is lower than the baseline rate, particularly at the 6th-grade level. These findings suggest a need for continued support and monitoring to strengthen consistent implementation of the Second Step program across grade levels.

Compared to the baseline year, the percentage of K–6 students scoring in the “typical” or “strength” range on the DESSA-mini decreased slightly. At baseline, 94% of students scored within the “typical” and “strength” ranges combined. In Year Two, this percentage was 91%, representing a decrease of 3 percentage points. Of the Year Two total, 60% of students scored in the “typical” range and 31% scored in the “strength” range. Although the overall percentage declined slightly from the baseline year, the large majority of students continued to demonstrate social-emotional competencies within the expected or above-expected ranges, indicating generally positive social-emotional development across the K–6 student population.

Compared to the baseline year, the percentage of TK–6 students referred to the office for Level 3 behaviors decreased substantially. At baseline, 8.1% of students (296 of 3,416 students) were referred for Level 3 behaviors. In Year Two, this percentage declined to 4.9% of students (166 of 3,385 students), representing a reduction of 3.2 percentage points and 130 fewer student referrals. By grade level, referral rates increased slightly in Transitional Kindergarten (0.0% to 0.29%), Kindergarten (0.2% to 0.50%), 1st grade (0.7% to 0.77%), 2nd grade (0.4% to 0.60%), 3rd grade (0.2% to 0.60%), 4th grade (0.2% to 0.41%), and 5th grade (0.6% to 1.09%). In contrast, 6th grade showed a slight improvement, decreasing from 0.8% to 0.71%. Despite increases in several grade-level rates, the overall percentage of students referred for Level 3 behaviors declined significantly, indicating positive progress in reducing the number of students requiring office referrals for the most serious behavioral incidents.

Compared to the 2023 California Dashboard baseline, chronic absenteeism rates improved across all student groups by 2025. For all students, the chronic absenteeism rate decreased from 17.0% to 10.2%, representing a reduction of 6.8 percentage points. English Learners

showed a substantial improvement, with rates declining from 20.4% to 11.6%, a decrease of 8.8 percentage points. Among Latinx students, chronic absenteeism fell from 21.8% to 14.3%, reflecting a 7.5 percentage point reduction. Socioeconomically Disadvantaged students experienced a decrease from 25.4% to 15.0%, an improvement of 10.4 percentage points. Students with Disabilities also demonstrated notable progress, with chronic absenteeism declining from 27.6% to 17.6%, a reduction of 10.0 percentage points. While Students with Disabilities and Socioeconomically Disadvantaged students continued to have the highest absenteeism rates in 2025, all groups showed meaningful decreases compared to the baseline year, indicating significant overall improvement in student attendance.

Compared to the baseline year, the percentage of students reporting that they feel connected improved at both grade levels. Among 2nd-grade students, the percentage earning the highest possible score of 3 out of 3 increased from 71.9% to 77.0%, representing a gain of 5.1 percentage points. Similarly, among 6th-grade students, the percentage earning a score of 4 or 5 out of 5 increased from 66.3% to 72.7%, reflecting an improvement of 6.4 percentage points. These results indicate positive growth in student connectedness across both grade levels.

Compared to the baseline year, the percentage of parents and guardians who reported that their family feels welcome at school showed a slight decrease. At baseline, 88.07% of parents/guardians rated their sense of welcome at school as a 4 or 5 out of 5. In Year two, this percentage declined to 86.40%, representing a decrease of 1.67 percentage points. Although the overall percentage remains high, indicating that the vast majority of families continue to feel welcomed and included at school, the slight decline suggests an opportunity to further strengthen family engagement efforts and maintain positive school-family relationships.

Compared to the baseline year, overall school facility conditions remained strong, with an increase in the number of schools receiving the highest rating. At baseline, 8 of 9 schools received a "good" overall rating and 1 school received an "exemplary" rating. In Year Two, 7 of 9 schools received a "good" rating, while 2 schools earned an "exemplary" rating. Categories of cleanliness, electrical systems, restrooms/fountains, and safety continued to be rated as "good" across all schools, and the structural category improved from 2 schools rated "fair" at baseline to all schools receiving a "good" rating in Year Two. Significant improvements were also seen in the systems category, with the number of schools rated "fair" decreasing from 5 to 1. The external category showed progress as well, with the number of schools rated "fair" declining from 9 to 5. However, the interior surfaces category declined, with the number of schools rated "fair" increasing from 1 school at baseline to 7 schools in Year Two. Despite this area of need, facility improvement efforts continued throughout the district, including HVAC system upgrades, and installation of new playground equipment at several schools. Overall, the data reflect continued investment in school facilities and improvements in several key areas of infrastructure and maintenance.

Compared to the baseline year, suspension rates decreased for most student groups, indicating continued progress in maintaining positive student behavior and supportive school environments. The percentage of all TK–6 students suspended for at least one day decreased from less than 0.5% to 0.3%. Among Students with Disabilities, the suspension rate declined from 2.0% to 1.0%, representing a reduction of 1.0 percentage point. Socioeconomically Disadvantaged students saw a decrease from 0.7% to 0.5%, while English Learners experienced a slight reduction from 0.6% to 0.5%. Suspension rates for White students decreased from 0.3% to 0.2%, and rates for Latinx students declined from 0.7% to 0.4%. Asian students maintained a suspension rate of 0% in both years. The most notable improvement was observed among African American students, whose suspension rate decreased from 4.2% at baseline to 0% in Year Two. Overall, suspension rates remained very low across student groups and showed positive movement toward more equitable disciplinary outcomes.

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

In goal 4.4 GUSD did not expend the intended costs due to the need to maintain teachers on sites. GUSD subsequently utilized after school time, paying teachers extra hours versus pulling teachers out of the classroom for the extension of the day, and incurring substitute costs.

In goal 4.9, GUSD did not release teachers for the sake of this work, however, we plan to do so in the 26-27 school year. We were able to utilize various site translation services based and thus did not require the time expected from our district translator. As we plan to focus on this work in 26-27, we have adjusted the expenses for this action accordingly.

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

The District's multi-year effort to implement PBIS has yielded positive results. Moving into 2026-27 the District is now focusing on maintaining and refining this work without external support. One school successfully piloted a different method for gathering and tracking behavior data through Synergy, our student information system. This model will be expanded districtwide for the 2026-27 school year. Efforts to reduce chronic absenteeism continue to show a positive impact systemwide and changes are not recommended to actions related to attendance. Suspension and expulsion rates remain low, and our facilities the condition of our facilities remain adequate as measured by the FIT assessment.

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.

For the 2026/2027 school year, we plan to maintain the goal, metrics, and desired outcomes regarding School Climate with three updates. Action 4.3 revised to include that the Pupil Services department will identify additional supplemental resources related to SEL that will allow teachers to extend lessons beyond what they currently have (Second Step). This is adjustment comes from staff input regarding LCAP goal 4. Action 4.4 updated to remove DESSA-mini from measures used to determine goal progress as the data from the DESSA-mini has not been reliable. Our generally low response rates to the current survey suggest a new tool and approach to gathering input is needed. The metric previously being used for 4.8 was not producing accurate data regarding the number of families participating in school events. For that reason it was discontinued.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Daily Attendance Rates	All school staff, led by the school site principal, school psychologist, and classroom teachers, will support proactive attendance strategies and actions, such as attendance conferences, attendance contracts, referrals for Community Liaison support for Operations School Bell (clothing) or any	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		other material needs such as transportation or medical visits (Neighborhood Clinics), for all students in order to increase positive daily attendance.		
4.2	Chronic Absenteeism	All school staff, led by the school site principal, school psychologist, and classroom teachers, will support proactive attendance strategies and actions, such as attendance conferences, attendance contracts, referrals for Community Liaison support for Operation School Bell (clothing) or any other material needs such as transportation or medical visits (Neighborhood Clinics), for all students in order to decrease chronic absenteeism rates.	$0.00	No
4.3	Social-Emotional Learning Skill Development	Principals will use classroom observations and the Second Step Dashboard to ensure that all classroom teachers are providing SEL instruction weekly using the district-adopted curriculum, Second Step so all students will develop SEL skills. Additional Second Step Bullying Prevention lessons will be utilized where needed.	$0.00	No
4.4	Professional Learning Community for Social-Emotional Competency Analysis	Principals will ensure that classroom teachers, supported by the site MTSS team which includes School Psychologists, will analyze counseling referrals, behavior data, and other observations of student well-being using the professional learning community collaborative process to focus on improved results through discussion of the 4 questions to respond to students needing more instruction in SEL competencies.	$927,595.00	Yes
4.5	Social-Emotional and Behavior Skill Development	Principals and site PBIS Leadership Teams will ensure that all school site staff implement PBIS based on their school-site level of PBIS-tiered training. In addition, classroom teachers, along with the PBIS Leadership Team (i.e., School Psychologist, grade level band representative), will use PLC strategies using the 4 questions to analyze behavioral data to identify areas of need and determine what areas require additional explicit instruction in behavior expectations. The Coordinator of Pupil Services will work with SBCEO consultants, principals and site leadership teams to	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		evaluate the effectiveness of PBIS on their site to identify areas of need and further professional development to be targeted.		
4.6	Develop Community Partnerships in support of SEL for students	The Coordinator of Pupil Services and site principals will develop and establish partnerships with organizations in the community to provide increased SEL support for at-risk students and their families, to support students and families in feeling connected to the school, and to increase students' learning of coping strategies and resilience. Update for 26-27, to support our students and staff with concerns related to immigration enforcement in the community, GUSD will incorporate immigration enforcement scenarios into our Standard Response Protocol drills.	$0.00	No
4.7	Inclusive Practices	Pupil Services and Instructional Services leadership will work with principals and site leadership to review current practices for inclusion to determine areas of need and next steps to support effective inclusive practices which may include a review of expectations, barriers to inclusive practices, teacher and support staff training, parent communication, and the development of lessons with children.	$0.00	No
4.8	Increase and Support Family Participation in Education	The Coordinator of Pupil Services, in collaboration with principals and school site staff, will provide opportunities for increased family collaboration and engagement for all students, including SWD, MLLs/ELs, Foster Youth, Families experiencing homelessness, to develop nurturing relationships with all District families. The District does not currently have a reliable method for collecting and analyzing data related to these competencies with students nor for related needs of their families. This action is being updated to adopt an climate/culture survey tool to replace the current, district-created survey in order to improve response rates and gather additional parent input, and provide additional data for analysis and focused support. By adopting a climate-culture survey the District will be better able to measure how it is doing with these metrics. The success of this goal will be measured by increasing the response rate to the survey to 70% of students, families, and staff. This meets the allowable use of Integrating evidence-based	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		pupil supports to address other barriers to learning, and staff supports and training as it enhances our ability to provide targeted support to students that aligns with our SEL curriculum, Second Step.		
4.9	Reduce Barriers to Learning	Goleta Union School District will reduce barriers to student learning by continuing our commitment to expanding diversity, equity and inclusion efforts through the implementation of actions identified in our GUSD Equity Map, including annual training for all staff on expected equitable practices. School leaders will collaborate with their site staff and school community to include actions to promote inclusive practices and a commitment to success for all students in their School Plans for Student Achievement (SPSA). Integrated equity work and professional learning community work will be school-to-home communication will continue to be supported through increased access to interpretation and translation with the use of interpreters and community liaisons. GUSD will promote equitable experiences for all students by ensuring that all sites have the funding necessary for foundational levels of whole-child experiences, including garden, PE, the arts, field trips, and camp experiences. Additional funding will be allocated to sites with greater than 50% unduplicated students to support camp experiences where necessary. GUSD will increase efforts to communicate and collaborate with community partners (e.g., Gateway Educational Services, Leap, Dos Pueblos Engineering Academy, UCSB) to serve our students and families together. Plans for overall school success will be communicated with parents, including strategies for how families can also support outside of school and to seek input from families on any concerns that may impact their child's school progress.	$559,269.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,091,778	$0.00

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
7.589%	0.000%	$0.00	7.589%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development for Literacy **Need:** Through classroom observations and conversations with educators and leadership, our staff identified a need to better understand the progression of reading and high-leverage strategies for effective reading instruction.	By enhancing our professional development offerings, we are able to target and respond to the needs of our unduplicated pupils. It is LEA Wide because, as we have students from our targeted student groups in all of our schools, it is necessary to ensure that all of our educators are fully trained in literacy instruction.	Disaggregated for student group STAR 360 data, Literacy Dashboard, Language Arts Implementation of program and services

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
	Additionally, the need to continue training for grade 3 in best practices for fluency, multisyllabic words, and comprehension **Scope:** LEA-wide		
1.3	**Action:** DLI Program **Need:** In review of our data, we've determined that some of our students who are learning English as an additional language are not yet making progress at the same high levels of literacy as other student groups and would benefit from the DLI researched based strategies and approaches. **Scope:** Schoolwide	This action will enable us to provide targeted support to the unduplicated students in the DLI program in order to accelerate their English Language acquisition while benefitting all students attending El Camino.	Disaggregated for student group STAR 360 data, Literacy Dashboard, Language Arts, ELPI Reclassification Rate Implementation of program and services
1.4	**Action:** Multi-Tiered Systems of Support **Need:** In review of our data, we've determined our students who are learning English as an additional language, come from low-income households, and are foster youth do not yet achieve at the same high levels of literacy as other student groups. **Scope:**	In an evaluation of our practices through data analysis, observations, and conversation with teachers and leadership, we've identified differentiated literacy instruction in tier one with the classroom teacher and additional intervention by the grade level teacher team to be the most effective options to significantly improve literacy outcomes for these targeted student groups. As we have students who belong to these target student groups in all schools, this action is LEA-wide, but the allocation of resource at each site is based on student need.	Disaggregated for student group STAR 360 data, Literacy Dashboard, Language Arts, ELPI Implementation of curriculum and schedules Implementation of program and services

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.4	**Action:** Professional Learning Community for Social-Emotional Competency Analysis **Need:** Universal assessment data, behavior data, and teacher input all indicate that students who are learning English as an additional language, come from low-income households, or are foster youth are experiencing challenges that may be improved with the instruction of social-emotional competencies. **Scope:** LEA-wide	Principals and school psychologists will support educators with the analysis of universal assessment and observational data in professional learning teams to better understand the needs of their students and to identify high-leverage strategies to build social-emotional competencies in their students. Increased social-emotional competency will improve attendance, decrease behavior challenges, and support readiness for learning. As we have students in these target groups in all of our schools, this is an action that is needed in all of our schools.	Chronic absenteeism rate Daily Attendance rate Completion rate of Social Emotional Learning (SEL) lessons Percent of students in grade TK-6 who are referred to the office for behavior Behavior data in Synergy Collect and monitor percentage of students in grade TK-6 who are referred to and receive general education counseling services in order to calibrate need Percent of 2nd and 6th-grade students who report that they feel connected at school
4.5	**Action:** Social-Emotional and Behavior Skill Development **Need:** Universal assessment data, behavior data, and teacher input all indicate that students who are learning English as an additional language, come from low-income households, or are foster youth are experiencing challenges that may be improved with the instruction of social-emotional competencies.	School psychologists and teachers will collaborate to implement high-leverage strategies to build social-emotional competencies in their students. Increased social-emotional competency will improve attendance, decrease behavior challenges, and support readiness for learning. As we have students in these target groups in all of our schools, this is an action that is needed in all of our schools.	Chronic absenteeism rate Daily Attendance rate Completion rate of Social Emotional Learning (SEL) lessons Percent of students in grade TK-6 who are referred to the office for behavior Behavior data in Synergy Collect and monitor percentage of students in grade TK-6 who are

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		referred to and receive general education counseling services in order to calibrate need Percent of 2nd and 6th-grade students who report that they feel connected at school
4.9	**Action:** Reduce Barriers to Learning **Need:** Our students who are learning English as an additional language, come from low-income households, or are foster youth are experiencing greater barriers to learning as identified in our LCAP student and parent surveys, and as noted through conversations between parents and staff. **Scope:** LEA-wide	Continued efforts to increase equitable and inclusive practices both at a district level and within each school site are important to support students' sense of belonging, safety, attendance, and readiness for learning. Providing staff that support two-way school to home and home to school communication for interpretation, support questions being answered about school systems and processes increase students' overall participation in learning. This action is LEA-wide as we have students and families in the targeted student groups in all schools. Allocation of staff to each site is differentiated based on enrollment and needs from these targeted student groups.	Chronic absenteeism rate Daily Attendance rate Completion rate of Social Emotional Learning (SEL) lessons Percentage of students in grades K-6 who score in the “Typical” or “Strength” ranges on the DESSA-mini. Percent of students in grade TK-6 who are referred to the office for behavior Schoolzilla Collect and monitor percentage of students in grade TK-6 who are referred to and receive general education counseling services in order to calibrate need Percent of 2nd and 6th-grade students who report that they feel connected at school

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
			Percentage of parents/guardians who attend school events Percent of parents/guardians who report that they feel welcome/ connected at school

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** English Language Development **Need:** English Learners: In review of our data, we've determined that some of our students who are learning English as an additional language are not yet making progress at the same high levels of literacy as other student groups, though improvement is seen. **Scope:** Limited to Unduplicated Student Group(s)	Principals work in collaboration with the Director of Educational Services to develop written plans to move students at-risk or currently long-term English learners toward reclassification by ensuring they have equitable access to core curriculum and targeted English language development. Available plans will will be researched, developed and implemented. Professional learning collaboration will focus on the identification of ELPAC domain trends and for individual students that are indicated as areas of weakness for targeted instruction and differentiated support. Language learners will be regularly monitored for proficiency and growth by teacher teams, site teams, and the Director of Educational Services.	Disaggregated for student group STAR 360 data, Literacy Dashboard, Language Arts, ELPI Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Evaluate current practices and identify opportunities to enhance Designated and Integrated ELD foundational knowledge, the ELD Standards and Integrated ELD across content areas . Evaluate systemic Progress-monitoring process for all English Learners with particular focus on LTELs (Long Term English Learners)	

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.

N/A

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.

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	40,740,725	3,091,778	7.589%	0.000%	7.589%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,768,293.00	$153,840.00	$0.00	$478,116.00	$4,400,249.00	$4,169,409.00	$230,840.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$60,234.00	$0.00	$60,234.00	$0.00	$0.00	$0.00	$60,234.00	
1	1.2	Professional Development for Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$168,440.00	$10,000.00	$168,440.00	$10,000.00	$0.00	$0.00	$178,440.00	
1	1.3	DLI Program	English Learners	Yes	Schoolwide	English Learners	Specific Schools: El Camino School TK-6	2026-2027	$62,041.00	$0.00	$62,041.00	$0.00	$0.00	$0.00	$62,041.00	
1	1.4	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$2,458,830.00	$0.00	$1,980,714.00	$0.00	$0.00	$478,116.00	$2,458,830.00	
1	1.5	Professional Learning Communities	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Learning Recovery Emergency Block Grant (LREBG)- ELA/Literacy	All	No			All Schools	2026-2027	$0.00	$65,500.00	$0.00	$65,500.00	$0.00	$0.00	$65,500.00	
2	2.1	Professional Learning Communities	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.2	New Curriculum Framework	All	No			All Schools	Ongoing	$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	
2	2.3	Supplemental Math Curriculum	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.4	Learning Recovery Emergency Block Grant (LREBG) - Math	All	No			All Schools	2026-27	$0.00	$53,340.00	$0.00	$53,340.00	$0.00	$0.00	$53,340.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Chronic Absenteeism of SWD	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Access to Tiered Literacy and Math Instruction for SWD	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Literacy Professional Development and Implementation for SWD	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	Piloting and Adoption of Special Education English Language Arts and Math Curriculum for SWD	Students with Disabilities Mild to Moderate Support Needs (MMSN)	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.5	Literacy and Math Progress Monitoring	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	Daily Attendance Rates	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	Chronic Absenteeism	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Social-Emotional Learning Skill Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.4	Professional Learning Community for Social-Emotional Competency Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$874,595.00	$53,000.00	$927,595.00	$0.00	$0.00	$0.00	$927,595.00	
4	4.5	Social-Emotional and Behavior Skill Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
4	4.6	Develop Community Partnerships in support of SEL for students	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.7	Inclusive Practices	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.8	Increase and Support Family Participation in Education	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.9	Reduce Barriers to Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$545,269.00	$14,000.00	$559,269.00	$0.00	$0.00	$0.00	$559,269.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
40,740,725	3,091,778	7.589%	0.000%	7.589%	$3,768,293.00	0.000%	9.249 %	**Total:**	$3,768,293.00
								LEA-wide Total:	$3,646,018.00
								Limited Total:	$60,234.00
								Schoolwide Total:	$62,041.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$60,234.00	
1	**1.2**	Professional Development for Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,440.00	
1	**1.3**	DLI Program	Yes	Schoolwide	English Learners	Specific Schools: El Camino School TK-6	$62,041.00	
1	**1.4**	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,980,714.00	
4	**4.4**	Professional Learning Community for Social-Emotional Competency Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$927,595.00	
4	**4.5**	Social-Emotional and Behavior Skill Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

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 (%)
4	**4.9**	Reduce Barriers to Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$559,269.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,155,507.00	$3,816,320.61

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	English Language Development	Yes	$58,479.00	$56,547.24
1	**1.2**	Professional Development for Literacy	Yes	$158,770.00	$158,663.10
1	**1.3**	DLI Program	Yes	$58,479.00	$56,547.24
1	**1.4**	Multi-Tiered Systems of Support	Yes	$2,424,271.00	$2,270,009.18
1	**1.5**	Professional Learning Communities	No	$0.00	$0.00
2	**2.1**	Professional Learning Communities	No	$0.00	$0.00
2	**2.2**	New Curriculum Framework	No	$0.00	$0.00
2	**2.3**	Supplemental Math Curriculum	No	$0.00	$0.00
3	**3.1**	Chronic Absenteeism of SWD	No	$0.00	$0.00
3	**3.2**	Access to Tier 1 Literacy and Math Instruction for SWD	No	$0.00	$0.00
3	**3.3**	Literacy Professional Development and Implementation for SWD	No	$0.00	$0.00

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)
3	3.4	Piloting and Adoption of Special Education English Language Arts and Math Curriculum for SWD	No	$0.00	$0.00
3	3.5	Literacy and Math Progress Monitoring	No	$0.00	$0.00
4	4.1	Daily Attendance Rates	No	$0.00	$0.00
4	4.2	Chronic Absenteeism	No	$0.00	$0.00
4	4.3	Social-Emotional Learning Skill Development	No	$0.00	$0.00
4	4.4	Professional Learning Community for Social-Emotional Competency Analysis	Yes	$902,121.00	$774,381.81
4	4.5	Social-Emotional and Behavior Skill Development	Yes	$10,000.00	12,015.00
4	4.6	Develop Community Partnerships in support of SEL for students	No	$0.00	$0.00
4	4.7	Inclusive Practices	No	$0.00	$0.00
4	4.8	Increase and Support Family Participation in Education	No	$0.00	$0.00
4	4.9	Reduce Barriers to Learning	Yes	$543,387.00	$488,157.04

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,981,309	$3,677,391.00	$3,818,252.37	($140,861.37)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	English Language Development	Yes	$58,479.00	$56,547.24		
1	1.2	Professional Development for Literacy	Yes	$158,770.00	$158,663.10		
1	1.3	DLI Program	Yes	$58,479.00	$58,479.00		
1	1.4	Multi-Tiered Systems of Support	Yes	$1,946,155.00	$2,270,009.18		
4	4.4	Professional Learning Community for Social-Emotional Competency Analysis	Yes	$902,121.00	$774,381.81		
4	4.5	Social-Emotional and Behavior Skill Development	Yes	$10,000.00	$12,015.00		
4	4.9	Reduce Barriers to Learning	Yes	$543,387.00	$488,157.04		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$39,219,794	$2,981,309	0	7.602%	$3,818,252.37	0.000%	9.736%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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