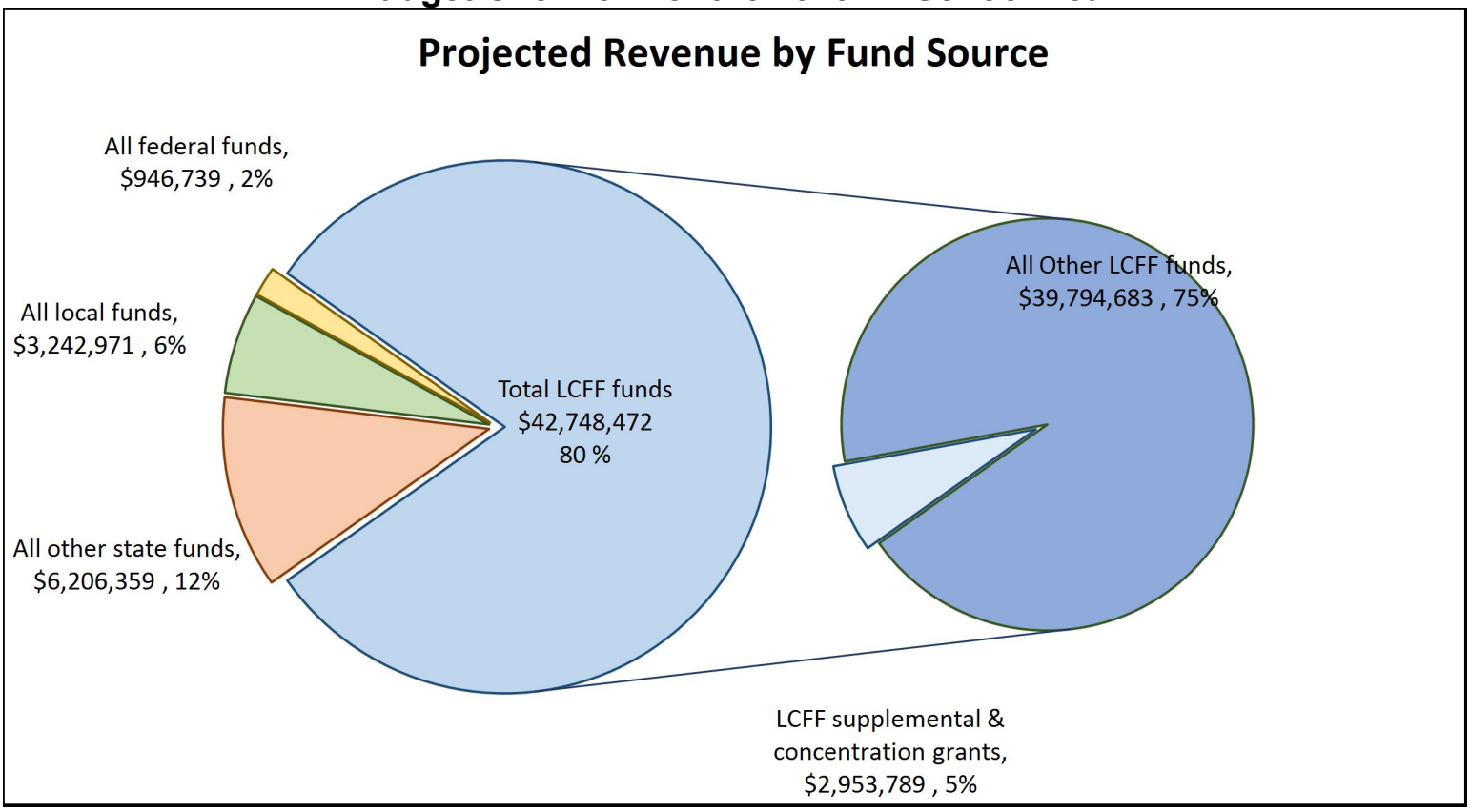
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Unified School District
CDS Code: 20755800000000
School Year: 2026-27
LEA contact information:
Chris Imperatrice
Assistant Superintendent
cimperatrice@gvusd.org
(559) 645-3572 ex: 7522

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

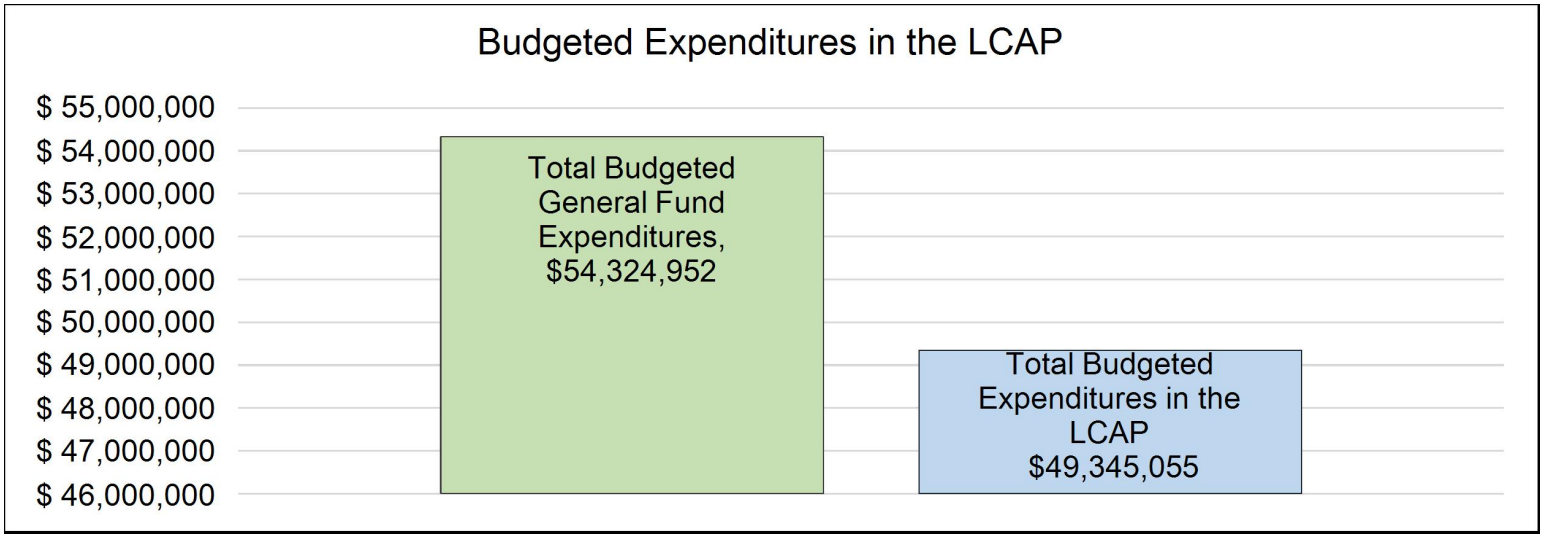


This chart shows the total general purpose revenue Golden Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Valley Unified School District is $53,144,541, of which $42,748,472 is Local Control Funding Formula (LCFF), $6,206,359.00 is other state funds, $3,242,971.00 is local funds, and $946,739.00 is federal funds. Of the $42,748,472 in LCFF Funds, $2,953,789 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 Golden Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Golden Valley Unified School District plans to spend $54,324,952 for the 2026-27 school year. Of that amount, $49,345,055 is tied to actions/services in the LCAP and $4,979,897 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

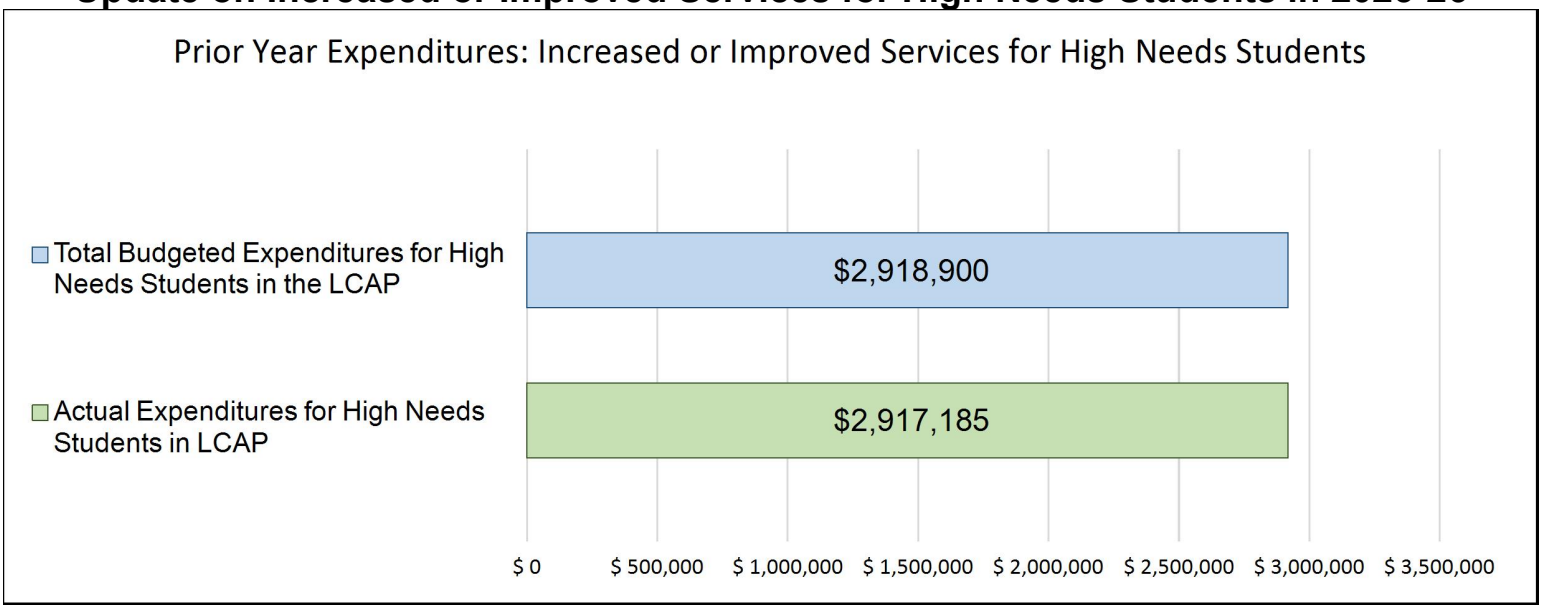
district operational costs related to utilities for school and district sites.

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

In 2026-27, Golden Valley Unified School District is projecting it will receive $2,953,789 based on the enrollment of Foster Youth, English learner, and low-income students. Golden Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley Unified School District plans to spend $2,953,789 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 Golden Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Golden Valley Unified School District's LCAP budgeted $2,918,900 for planned actions to increase or improve services for high needs students. Golden Valley Unified School District actually spent $2,917,185 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,715 had the following impact on Golden Valley Unified School District’s ability to increase or improve services for high needs students:

Decrease of $1,715 does not affect the services provided to high need students.

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
Golden Valley Unified School District	Chris Imperatrice Assistant Superintendent	cimperatrice@gvusd.org (559) 645-3572 ex: 7522

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.

Golden Valley Unified School District (GVUSD) is a rapidly evolving educational community in the Central Valley. Since its unification in 1999, the district has transformed from a single K–8 site into a comprehensive system featuring three elementary schools, a middle school, a high school, and a diverse range of educational options. While enrollment remained stable at under 2,000 students for many years, the district has recently experienced a significant surge, reaching approximately 3,300 students for the 2025–2026 school year. This growth is primarily fueled by the Riverstone development at Avenue 12 and Highway 41, an 8,500-home project projected to double the district's enrollment upon completion.

To proactively manage this expansion, GVUSD opened Stone Creek Elementary in 2021 and recently expanded the site with a new classroom wing and four portable units to accommodate the 2025–2026 cohort. Further relief is anticipated with the opening of Canyon Creek Elementary in 2026–2027, which will return Stone Creek to its intended capacity. Beyond residential growth, GVUSD has seen an annual enrollment increase of approximately 200 students across all sites, including our educational options programs.

While the current Unduplicated Pupil Percentage (UPP) reflects a slight adjustment to 35.4%, the district is navigating a shift in student demographics. Over the last three years, incoming students have represented a higher percentage of Socioeconomically Disadvantaged (SED) status compared to the historical average. Notably, internal data indicates an achievement gap for students in their first year of enrollment compared to those who have been with the district for two or more years. In response to these evolving needs, the district also continues to support our most vulnerable populations at Lincoln Community Day School, Centennial Independent Study, Valley Children's Hospital, and Independence High School through targeted Equity Multiplier Funding, as detailed in Goal 5. Throughout this period of

transformation, Golden Valley Unified remains steadfast in its commitment to student success by adhering to the core values of "the Golden Valley Way."

The Golden Valley Way
Our school district excels because our parents, teachers, staff, school board, and community do a remarkable job of supporting our students and setting high expectations. Our work in Golden Valley Unified School District is centered on providing a curriculum-rich education driven by real-world and real-life experiences. We will continue to stress to our teachers and administrators the importance of our core values: providing a rigorous curriculum, making learning relevant to our students, and developing positive relationships with our children; this is "the Golden Valley Way."

We are blessed to be a part of a safe and caring professional learning community that values quality education, high expectations, and a “yes, we can” attitude! Our community expects us to prepare our students for the real world. We understand that to accomplish this task, it truly takes a GVUSD community. We take this responsibility wholeheartedly and vow to bring our best day in and day out. Our children must be able to compete globally, and we are committed to being increasingly proactive in preparing students for challenges that do not yet exist. We must recognize the paradigm shifts in education and adjust our systems to properly address an ever-changing society. Our past is not a prelude to our children’s future.

We have set the highest standard of what we expect from our students and staff. Our students and staff will be respectful. Our students will represent themselves, their families, and their school community with pride. It is our duty to embrace this challenge and hold our students to the highest standard, especially regarding behavior, dress, and grooming. We believe in addressing the “little” things each and every time so they do not become “bigger” things. Our learning environments will ensure students and teachers are respected. Our administrators are charged with making sure the classroom remains protected and sacred so that teaching and learning are optimized; this is non-negotiable. We will not compromise these core values!

Competition is real! In the game of life, there are winners and losers. We know that winning is an everyday habit; it is not something you turn on today and off tomorrow. Our students and community expect us to bring a winning effort each day. You cannot be a winner if you are afraid to lose; there is much to gain in defeat. Winning is contagious and needs to be celebrated, no matter the size of the win; unfortunately, losing is also contagious. Our students will compete at the highest level, and we will not shy away from this competition. It is our job to prepare them for success. We will Pursue Victory with Honor and celebrate our victories as if we have been there before.

We have a deeply embedded belief in people and the ability to get the best out of each person through a combination of high expectations, clear communication, and positive relationship building. As educators, we are public servants first and foremost, and we will continue to surround ourselves with those who have a deep passion for teaching children and serving the public.

GVUSD has taken intentional steps to close the learning gap for our English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students by developing a robust Learning Recovery Emergency Block Grant (LREBG) plan. This plan focuses on increasing support through the addition of an elementary school counselor, evidence-based instructional strategies such as Orton-Gillingham training, the implementation of the Character Strong curriculum, and the use of the IXL personalized learning platform. Additionally, GVUSD has incorporated the Amira Reading Difficulties Risk Screener to identify K–2 students who may need extra support in reading. As of now, GVUSD has $1,333,722.22 remaining from the grant to continue supporting student interventions.

This LCAP reflects the voices of our educational community—teachers, support staff, families, students, and advisory groups. Key themes emerged across stakeholder groups, including a need for increased behavioral and academic support, improved family engagement, expanded program access, and targeted staffing. In response, the district has planned strategic investments for the 2026–2027 school year, including:

Staffing: Adding Student Relations Liaisons, new Assistant Principals at all comprehensive sites, and an additional elementary counselor to bring our ratio to 0.5 FTE across all elementary schools.

Specialized Support: Enhanced support for Special Education with the new Navigator Behavioral Support Program.

Instructional Tools: Expanded use of NWEA and IXL to focus on individual student-level growth.

Operations: Increasing custodial and grounds staff with a new district-wide Lead position to ensure communication and high expectations for all sites.

Programs: Expanded after-school programming, a comprehensive Elementary Sports Program, and new Career Technical Education (CTE) pathways at Liberty High School driven by student interest.

Family engagement remains a central priority. In response to feedback from DELAC and parent groups, the district held its first GVUSD DELAC Parent Night to celebrate reclassified students. We will build on this success with another DELAC Parent Night for the 2026-2027 school year. DELAC meetings are now held in the evening, both virtually and in person, with childcare offered to support participation. Additional after-school tutoring and transportation for summer enrichment programs have also been added based on parent requests. This LCAP represents a shared vision developed in partnership with our community to support the success of all students.

Reflections: Annual Performance

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

SUCCESSES:

Golden Valley Unified has entered a phase of rapid institutional scaling. Over the last six years, the district has managed a significant enrollment surge, growing from 2,483 students in 2021–2022 to 3,234 in 2025–2026. This 30% increase has primarily impacted Stone Creek Elementary, Ranchos Middle School, and Liberty High School. Despite this growth, our core student demographics—including Socioeconomically Disadvantaged (SED), English Learner (EL), and Foster Youth (FY) populations—have remained statistically stable, allowing the district to maintain a consistent focus on specialized support structures.

GVUSD is currently in a pivotal transition period regarding instructional depth. We are entering our fourth year of dedicated Professional Learning Community (PLC) work in Mathematics and our first full year of ELA integration. While district-wide ELA and math performance have shown minimal growth over the last five years, these PLC structures are now being refined to eliminate inconsistent instructional

practices. In response to teacher feedback, the district is prioritizing protected time and enhanced resources for data analysis, specifically focusing on elevating reading and writing outcomes through collaborative teacher inquiry.

A signature success of the 2025–2026 school year was our targeted work with Long-Term English Learners (LTELs). Through a strategic partnership with the Madera County Superintendent of Schools and focused Differentiated Assistance (DA) strategies, GVUSD achieved a historic milestone: 100% reclassification of our middle school LTEL population. This success serves as a scalable model for our district-wide English Language Development (ELD) goals moving forward.

The refinement of Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) frameworks remains a primary focus, particularly at our elementary sites. In 2024–2025, GVUSD introduced several key positions to build a comprehensive MTSS model, including an elementary counselor, student advocates/liaisons, and an additional school psychologist. While we have observed initial success with these roles, we recognize that stronger cohesion between team members must be reinforced through the Professional Learning Community (PLC) model to fully realize the benefits of a high-performing MTSS structure.

To address evolving behavioral needs in the primary grades, the district initiated Kagan Instructional Workshops in the Spring of 2026 and is prepared to launch the Navigator Behavior Program for the 2026–2027 school year. Moving forward, GVUSD is committed to a refined strategy of stabilized staffing, expanded professional development in Social-Emotional Learning (SEL), and the implementation of structured supports designed to challenge accelerated learners while providing a robust safety net for those who are struggling.

Success

Data Sources 2024 CA Dashboard compared to 2025 CA Dashboard

Academic Performance

ELA
Asian students increased by 19.7points
Hispanic students increased by 9.9 points
White students increased by 7.8 points
English Learners increased by 17.7 points
Socioeconomically Disadvantaged increased by 8.8 points
Long-Term English Learners increased by 18.6 points
Students with Disabilities increased by 11.3 points

Mathematics
Asian students increased 4.7 points
English Learners increased 8.7 points

College/Career "Prepared"
All students increased by 4.1%

EAP
Increased by 15.6% to an overall 30.4% in ELA
Increased by 2.4% to an overall 7.9% in math

Academic Engagement
Chronic absenteeism
Long-Term English Learners decreased by 5.3%
American Indian decreased by 5.9%
Foster Youth decreased by 5.4%

Middle School Drop-out rate 0%

High School Graduation Rate
English Learners increased by 12.6%
Hispanic students increased by 1.2%
Long-Term English Learners students increased by 7.2%
Socioeconomically Disadvantaged students maintained by 0.2%
White students increased by 1%

Conditions and Climate
Suspension Rate
Foster Youth students declined by 2.6%
African American students declined by 2.6%
Asian students declined by 2%
English Learners students declined by 2%
Long-Term English Learners students declined by 1.5%
American Indian students declined by 9.9%
Filipino students declined by 4%

Basics: Teachers, Instructional Materials, Facilities
Access to standards aligned instructional materials: 100%
Implementation of state standards CCSS: "Fully implemented"
Clear % of Teachers: increased by 2.2% to 82.1% Fully Credentialed

Parent and Family Engagement Standard Met
Local Climate Survey: Standard Met

Summary:

The 2025 California Dashboard data confirms that GVUSD's strategic investments in Professional Learning Communities (PLCs) and targeted student supports are successfully closing the achievement gap. With double-digit gains in ELA for our English Learners and Students with Disabilities, a historic 12.6% increase in the EL graduation rate, and a district-wide reduction in suspension rates for our most vulnerable youth, GVUSD is demonstrating that high expectations and a yes, we can' attitude translate into tangible student success

Instructional Excellence and Professional Learning
GVUSD intends to build upon its recent successes by sharpening our district-wide focus on instruction. Drawing on the research of Hattie, Marzano, and Schmoker, we recognize that intentional, evidence-based instruction is critical to student success. GVUSD remains committed to "best first instruction" to ensure all students receive high-quality learning experiences from the start. Our ongoing partnership with Solution Tree provides the framework for our Professional Learning Communities (PLCs), offering the research-based direction needed to move our instructional practices forward and maintain a relentless focus on individual student growth.

Data-Driven Decision Making
To better monitor this growth, GVUSD has transitioned from Illuminate to NWEA assessments. This shift allows staff to track student progress more accurately and compare local performance against national norms. To streamline this data, we have partnered with Parsec Education to house our district analytics. Additionally, in 2024–2025, GVUSD implemented IXL, a diagnostic platform that assesses academic achievement in Math and English Language Arts. This computer-adaptive tool aligns with our NWEA data to provide real-time support for students and teachers. By integrating results from both NWEA and IXL, the district creates personalized action plans for every student, targeting grade-level proficiency and beyond. These tools empower our teachers with the granular data necessary to plan, monitor, and adjust instruction to ensure that ALL students are learning.

School Climate and Student Engagement
GVUSD continues to receive positive feedback from both students and parents. Recent survey results indicate that students feel safe, supported, and welcomed on our campuses. This strong sense of belonging has contributed to high levels of engagement across all grade levels. For the 2024–2025 school year, GVUSD maintained a 94% attendance rate, reflecting the shared commitment of our families and staff to fostering a positive learning environment.

Strategic Growth and Facilities Transition
To address the significant enrollment surge at Stone Creek Elementary, Canyon Creek Elementary is scheduled to open for the 2026–2027 school year. GVUSD has worked strategically with parents, the Golden Valley Teachers Association (GVTA), CSEA, developers, and community members to meet the needs of our growing district. We have established a comprehensive transfer policy that allows students currently at Stone Creek—who now reside in the new Canyon Creek neighborhood—the option to remain at Stone Creek to maintain continuity with their existing school community. To ensure a seamless transition, GVUSD hired the Canyon Creek foundational staff in the Spring of 2026, allowing for proper training and operational readiness before the campus officially opens in August 2026.

IDENTIFIED NEEDS:

In evaluating GVUSD's performance regarding the execution of actions and the outcomes of metrics from our 2024-2025 LCAP, GVUSD's highest area of needs conitued to be for our English Learners (EL), Socio-economically disadvantaged (SED), and Foster Youth are overcoming academic achievement gaps, providing mental health and SEL supports for students and continuing to engage our community

partners. Current reporting year (2025) scores show that SED, EL, and Foster Youth students are still scoring below the district average and an achievement gap continues to exists in the areas of mathematics and ELA.

This past school year was met with some challenges. Our staff worked to meet the individual needs of our students. We witnessed the impact of the academic, social-emotional, and behavioral challenges on our students' performance and achievements. Looking at our data, we have identified the following significant areas of need:

Areas of Needed Growth

Academic Performance

ELA
Long-Term English Learners 88 points below standard
Students with Disabiliites 80.4 points below standard
English Learners 35.9 points below standard
Socioeconomically Disadvantaged 8.8 points below standard

Mathematics
Long-Term Englisher Learners 177.5 points below standard
Students with Disabilities 128.3 points below standard
Hispanic 41.3 points below standard
Socioeconomically Disadvantaged 52.5 points below standard
English Learners 71.5 points below standard
White 10.3 points below standard

English Learner Progress Indicator
All students declined by 9.1%
Long-Term English Learners declined by 7.9%

College/Career
All students declined by 2.3%
Hispanic students students declined by 2.5%
Long-Term English Learners students maintained with -0.9%
Socioeconomically Disadvantaged students declined by 4%

Academic Engagement

Chronic Absenteeism
English Learners students increased by 3.1%
Hispanic students increased by 3.4%

Homeless students increased by 24.1%
Socioeconomically Disadvantaged students increased by 4.9%
Students with Diasabilties students increased by 4.6%
African American students increased by 13.1%
Asian students increased by 3.8%
Two or More Races students increased by 11.5%
White students increased by 1.2%

Conditions and Climate

Suspension Rate
Students with Disabilities increased by 2.2%
Foster Youth students increased by 8.2%
Hispanic students increased by 4%
Homeless students increased by 7.5%
Two or More Races increased by 5.1%
Socioeconomically Disadvantaged students increased by 5.9%
White students increased by 3.8%

Summary:
An analysis of the most recent California School Dashboard data for GVUSD reveals a critical need for targeted academic and behavioral intervention for specialized student groups. While the district navigates rapid growth, significant performance gaps persist for Long-Term English Learners (LTELs) and Students with Disabilities (SWD), particularly in Mathematics, where LTELs performed 177.5 points below standard. These academic challenges are compounded by a district-wide decline in the English Learner Progress Indicator (ELPI) and a concerning upward trend in Chronic Absenteeism and Suspension Rates across nearly all demographics—most notably among Homeless, Foster Youth, and Socioeconomically Disadvantaged (SED) students. These indicators necessitate a refined LCAP strategy focused on integrated Multi-Tiered Systems of Support (MTSS) to address the intersection of academic recovery, attendance, and school climate.

Refer to California Dashboard 2025 for Golden Valley Unified School District

Golden Valley Unified remains steadfast in its mission to address the holistic needs of every student, with an intensified focus on accelerating outcomes for English Learners (EL) and Socioeconomically Disadvantaged (SED) student groups. Informed by a rigorous analysis of state assessment data and stakeholder feedback, the district is refining its approach to English Language Arts and Mathematics. This evolution includes the expansion of high-quality, differentiated instruction and the institutionalization of data-driven teaching practices. By prioritizing small-group interventions and protected collaboration time for educators, GVUSD ensures that instruction is continuously monitored and adjusted to meet the unique trajectory of every learner.

Recognizing that academic success is rooted in a foundation of well-being, GVUSD is deepening its commitment to Social-Emotional Learning (SEL) for our youngest learners in grades TK–3. Central to this effort is the implementation of the Purposeful People curriculum,

paired with increased elementary counseling support and specialized professional development. These initiatives are designed to foster emotionally supportive, developmentally appropriate environments where students feel a profound sense of belonging. The efficacy of these supports is already evident in our recent data, which shows considerable success in reducing chronic absenteeism and lowering suspension rates for our high-need populations.

A definitive highlight of the 2025 California Dashboard was the exceptional progress demonstrated by our Long-Term English Learners (LTEL). This student group achieved significant growth across all key academic indicators, representing a major milestone for the district. This success is directly attributed to the intensive, collaborative Differentiated Assistance (DA) work conducted in partnership with the Madera County Superintendent of Schools (MCSOS). By leveraging this collaborative framework, GVUSD has developed a scalable model of success that will continue to inform our district-wide strategies for academic equity and instructional excellence in the 2026–2027 school year.

Progress on 2023 CA Dashboard Required Actions at the LEA Level by Student Group

Student Group	Indicator	Goal / Actions	2023 Dashboard	2025 Dashboard	Variation
Foster Youth	Suspension	Action 1.3 and 2.5	16.4%	8.2%	8.2% Decrease
SWD	Suspension	Action 1.9 and 2.5	7.8%	6.4%	1.4% Decrease
SWD	ELA	Action 1.8	90.1 Below	80.4 Below	9.7 Increase
SWD	Math	Action 1.8	121.7 Below	128.3 Below	6.6 Decrease

Liberty High School

Student Group	Indicator	Goal / Actions	2023 Dashboard	2025 Dashboard	Variation
SWD	Suspension	Action 1.9 and 2.5	12.1%	8.6%	3.5% Decrease

Ranchos Middle School

Student Group	Indicator	Goal / Actions	2023 Dashboard	2025 Dashboard	Variation
SWD	Suspension	Action 1.9 and 2.5	16.0%	9.6%	6.4% Decrease
SED	Suspension	Action 1.8	13.0%	5.9%	7.1% Decrease

Webster Elementary

Student Group	Indicator	Goal / Actions	2023 Dashboard	2025 Dashboard	Variation
SWD	Suspension	Action 1.3	7.0%	4.9%	2.1% Decrease
SWD	ELA	Action 1.8	125.7 Below	101.2 Below	24.5 Increase
SWD	Math	Action 1.8	124.5 Below	134.1 Below	9.6 Decrease
SWD	Chronic Absenteeism	Action 1.8	27.2%	22.7%	4.5% Decrease
SED	Chronic Absenteeism	Action 1.3	20.6%	19.6%	1.0% Decrease
SED	Suspension	Action 1.3 and 2.5	4.5%	6.2%	1.7% Increase

Golden Valley Unified School District remains deeply committed to educational equity, specifically focusing on closing achievement gaps for English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Central to this mission is the strategic deployment of the Learning Recovery Emergency Block Grant (LREBG), a comprehensive plan providing targeted academic and social-emotional interventions designed to mitigate the long-term effects of disrupted learning. To ensure continuity of specialized services, GVUSD also continues to allocate carryover Equity Multiplier funds to two Educational Options sites, Cennential Independent Study School andIndependence Coninuation High School maintaining a stable support structure for our highest-need students.

The LREBG framework has enabled high-impact investments in both personnel and pedagogy, including the addition of a dedicated elementary counselor to address the social-emotional needs of our youngest learners and the district-wide implementation of the Character Strong curriculum. Strategic investments in Orton-Gillingham training have enhanced reading instruction for students with dyslexia, while the integration of the Amira Reading Difficulties Risk Screener for grades K–2 ensures early identification and intervention before literacy gaps widen. Additionally, the district leverages the IXL adaptive platform to provide individualized, standards-aligned practice in ELA and Mathematics. In response to direct feedback from site Guiding Coalitions, GVUSD conducted a district-wide in-service in Spring 2026 focused on Kagan Instructional Strategies, a move that empowers educators to foster deeper student engagement and collaborative learning within the classroom.

The LREBG serves as a vital funding stream for the 2026–2027 LCAP, specifically supporting Goal 1 (Actions 1.1 and 1.7). These funds are instrumental in providing credit recovery through our summer extended learning programs, ensuring that credit-deficient EL, FY, and SED high school students remain on track for graduation. As of the current reporting period, GVUSD has a remaining LREBG balance of $1,333,722.22. For the 2026–2027 cycle, the district managed a total allocation of $1,333,722.22 of which $509,000.00 was intentionally directed toward supporting Actions 1.1, 1.7, 2.1, 2.4, and 3.2. These expenditures reflect a disciplined, multi-year approach to resource management, ensuring that every dollar directly enhances the academic and emotional resilience of our students.

GVUSD now serves two Equity Multiplier schools: Centennial Independent Study School and Independence Continuation High School. For 2026–2027, the district has a total available balance of $209,734, comprising $150,126 in new allocation ($72,283 for Centennial Independent Study and $77,843 for Independence Continuation) and $59,608 in unspent 2025–2026 carryover.

The $59,608 carryover balance—resulting from multi-year procurement and contracting timelines for CTE infrastructure—will be allocated across both eligible sites to fund phase-two completion of the Building Trades CTE pathway, establish dual enrollment opportunities with Madera Community College, expand elective options, and provide a Student Advocate to boost graduation rates and college/career readiness. Both Centennial Independent Study and Independence Continuation High School have designed site-level spending plans to ensure 100% of available Equity Multiplier funds are fully expended by the end of the 2026–2027 fiscal year.

Progress on 2023 CA Dashboard Required Actions at the LEA Level by Student Group

Student Group	Indicator	Goal / Actions	2023 Dashboard	2025 Dashboard	Variation
Foster Youth	Suspension	Action 1.3 and 2.5	16.40%	8.20%	8.2% Decrease
SWD	Suspension	Action 1.9 and 2.5	7.8%	6.40%	1.4% Decrease

Student Group	Indicator	Goal / Actions	2023 Dashboard	2025 Dashboard	Variation
SWD	ELA	Actio0n 1.8	90.1 Below	80.4 Below	9.7 Increase
SWD	Math	Action 1.8	121.7 Below	128.3 Below	6.6 Decrease

Liberty High School

Student Group	Indicator	Goal / Actions	2023 Dashboard	2025 Dashboard	Variation
SWD	Suspension	Action 1.9 and 2.5	12.10%	8.60%	3.5% Decrease

Ranchos Middle School

Student Group	Indicator	Goal / Actions	2023 Dashboard	2025 Dashboard	Variation
SWD	Suspension	Action 1.9 and 2.5	16.00%	9.60%	6.4% Decrease
SED	Suspension	Action 1.8	13.00%	5.90%	7.1% Decrease

Webster Elementary

Student Group	Indicator	Goal / Actions	2023 Dashboard	2025 Dashboard	Variation
SWD	Suspension	Action 1.3	7.00%	4.90%	2.1% Decrease
SWD	ELA	Action 1.8	125.7 Below	101.2 Below	24.5 Increase
SWD	Math	Action 1.8	124.5 Below	134.1 Below	9.6 Decrease
SWD	Chronic Absenteeism	Action 1.8	27.20%	22.70%	4.5% Decrease
SED	Chronic Absenteeism	Action 1.3	20.60%	19.60%	1.0% Decrease
SED	Suspension	Action 1.3 and 2.5	4.50%	6.20%	1.7% Increase

Reflections: Technical Assistance

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

Golden Valley Unified School District (GVUSD) continues to engage in the Differentiated Assistance (DA) process in partnership with the Madera County Superintendent of Schools (MCSOS). While the initial focus in 2024–2025 was on reducing suspension rates among Students with Disabilities (SWD), the work evolved into a broader systems-level inquiry regarding Long-Term English Learners (LTELs), a group that had demonstrated persistent underperformance across English Language Arts, Mathematics, suspension rates, and chronic absenteeism. To address these challenges, GVUSD utilized a driver diagram to identify systemic root causes, such as inconsistent English Language Development (ELD) instruction and gaps in reclassification systems. In response, the district and MCSOS collaboratively analyzed longitudinal data, leading to "change ideas" like embedding designated ELD into core instruction, launching individualized LTEL success plans, and refining reclassification protocols to ensure earlier identification of at-risk students.

Improvement efforts are guided by a cross-functional team including district leaders, site administrators, and classroom teachers, supported by MCSOS facilitators. The team employs structured inquiry processes—such as "Notices and Wonders" protocols and Fishbone Diagrams—to shift from reactive intervention to proactive, data-informed planning. Central to this work are student case studies that reveal specific instructional gaps; for example, identifying that growth in oral language often outpaced growth in academic writing. This systems-focused approach yielded significant results, as Fall 2025 ELPAC scores showed that 100% of middle school LTEL students achieved reclassification for the 2025–2026 school year. This success serves as a powerful validation of the DA process and the collaborative work between GVUSD and MCSOS.

Building on the momentum of the LTEL success, GVUSD has pivoted its primary DA focus back to Students with Disabilities (SWD), a group currently showing signs of regression academic performance in math. To ensure a deeper level of commitment and site-level accountability, the DA team has been revamped to include the principal from every school site as a core member. This new committee will focus specifically on instructional fidelity and the consistent application of Multi-Tiered Systems of Support (MTSS) practices across the district. Through ongoing PDSA (Plan-Do-Study-Act) cycles, GVUSD is committed to identifying and addressing systemic barriers to ensure equitable growth and improved outcomes for our Students with Disabilities.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Staff Roundtable Meetings (Including: Teachers, Counselors, Speach Language Pathologist, Psychologist): 3/5/26, 3/10/26, 3/16/26, 3/23/26, 3/24/26, 4/9/26 LCAP/Budget Meetings: 5/19/26 Spring Staff 2026 Surveys Topics discussed: Professional Learning Communities (PLCs) and Prep Time, Student Behavior, Supervision Accountability, & Campus Discipline, Facility Maintenance, Growth Logistics, Special Education and General Ed student behavior supports, English Learner Supports & Targeted Academic Curriculum, Assessment Stamina, Tech Infrastructure, & Academic Integrity, Site Leadership Communication. Response: Taking into consideration formal input from teachers, the district has finalized several key actions for the 2026–2027 school year to support staff and improve campus operations. Educational Services will work directly with school sites to review Professional Learning Calendars, ensuring that Professional Learning Communities (PLCs) and preparation time are well-structured, honored, and optimized to support student learning. To address school climate, campuses will continue to refine and fully implement Positive Behavioral Interventions and Supports (PBIS), while the district launches the new Navigator Behavior Program to provide targeted behavior management support for students. To meet the demands of rapid student growth, district administration—alongside

Educational Partner(s)	Process for Engagement
	staff, parents, and educational partners—has finalized long-term facilities planning, which includes the construction of two new classroom wings at Ranchos Middle School and Liberty High School over the next two to three years. Furthermore, Curriculum and Instruction (C&I) has collaborated with site leadership to design a balanced assessment calendar that mitigates student testing fatigue, and teachers will receive specialized training from Teachers on Special Assignment (TOSAs) focused on integrated English Language Development standards. Finally, site leaders will establish stronger campus Guiding Coalitions to improve overall communication and foster greater teacher ownership of site-based decisions regarding student learning and daily school operations. (1.1, 1.2 1.4, 1.5, 1.6, 2.2, 2.3 ,2.5, and 3.2.)
Classified Employees & Other School Personnel	Staff Roundtable Meeting 3/5/26, 3/10/26, 3/16/26, 3/23/26, 3/24/26, 4/9/26 LCAP/Budget Meetings: 5/19/26 Spring Staff 2026 Surveys Topics discussed: Classified Staffing Stability & Substitute Pools, Paraprofessional Training & Playground Supervision, Student SafetySupport, Cafeteria Infrastructure, Workload Rebalancing for Multi-Role Staff Response: Taking into consideration formal input from classified support staff, the district has finalized several key actions for the 2026–2027 school year to improve operational efficiency and campus safety. Building on a streamlined recruitment process established in the spring of 2025—which successfully minimized vacancies—Human Resources, the Business Department, and Educational Services will continue developing robust Standard Operating Procedures (SOPs) to ensure efficient, timely hiring. Additionally, the district has transitioned to an automated substitute management system to secure better coverage for classified employees, and paraprofessional training will become a core focus with district-wide Professional Learning opportunities tailored to evolving student needs. To enhance campus supervision and better manage student behavior, all school sites will revise staff supervision schedules alongside newly optimized middle

Educational Partner(s)	Process for Engagement
	and elementary school bell and food service schedules. The district also remains dedicated to improving cafeteria infrastructure, planning additional modernization and storage improvements for Sierra View Elementary over the next few years. Finally, Educational Services, the Business Department, Human Resources, and California School Employees Association (CSEA) are actively collaborating to review and update historical job descriptions, ensuring all classified roles are directly aligned with current student and site requirements. (2.2, 2.3 ,2.5, and 3.2)
Administration/Principals	Management Meetings: 4/27/26 LCAP/Budget Meetings: 5/19/26 Spring Staff 2026 Surveys Topics discussed: Staffing Capacity & Recruitment Optimization, School Climate, Student Safety, & Campus Supervision, Mental Health & Student Socio-Emotional Support Response:Taking into consideration formal input from support staff and site administrators, the district has finalized several operational actions for the 2026–2027 school year to strengthen campus safety and streamline recruitment. First, the district will add an additional Assistant Principal at Liberty High School and increase elementary counseling support by 1.0 Full Time Educator. Second, Educational Services and Human Resources will collaboratively develop robust Standard Operating Procedures (SOPs) to optimize the staff hiring pipeline. Finally, the elementary morning routine will be restructured to maximize student supervision; the campus will open, and breakfast will be served, at 7:30 AM to establish clear structures and strong proactive management of students before instruction begins. (1.1, 1.2 1.5, 1.6, 2.2, 2.3 ,2.5, and 3.2.)
Parents	Parent Roundtable Meetings: 10/13/25 Stone Creek Elementary,10/15/26 Sierra View Elementary,10/27/26 Webster Elementary,11/3/26 Secondary @ Liberty High School, 4/13/26 Sierra View Elementary,4/17/26 Stone Creek Elementary, 4/27 Secondary @ Ranchos Middle School. 5/4/26 Webster Elementary

Educational Partner(s)	Process for Engagement
	LCAP/Budget Meeting: 5/19/26 Spring Parent 2026 Surveys Topics discussed: Communication & Information Transparency,Campus Safety & Recess Supervision, Behavioral Consistency, EDEP (Expanded Learning) & Elementary Sports Expansion, Academic Rigor, Technology Guardrails, & AI Data Privacy, Facilities, District Growth, Special Education Staffing Stability Response: Based on formal parent input gathered throughout our LCAP engagement process, the district is taking direct action to align our goals and resources with their feedback. GVUSD actively implementing targeted operational improvements, including creating clear assessment guides for tools like NWEA and IXL for our parents ar Parent/Teacher conferences, restructuring playground and cafeteria supervision zones for enhanced campus safety, and standardizing staff training and homework support across all Extended Day Enrichment Program (EDEP) sites. Additionally, in response to parent priorities, GVUSD is expanding our elementary sports program to more grade levels, publishing a transparent data-privacy brief regarding Artificial Intelligence (AI) and digital tools, and accelerating our HR hiring timeline to ensure stable staffing in specialized classrooms. Every action outlined reflects parent voice and has directly inform our final LCAP..(1.6, 2.2, 2.3 ,2.5, 3.2, 4.2.)
Pupils/Students	District Advisory Committee (DAC) 3/25/26 Feedback from the Student Board Representative, and the two Student Representatives on the District Advisory Committee (DAC). Spring Student Survey 2026 Topics: Nutrition & Food Services & Cafeteria Infrastructure, School Climate, Student Behavior, & Peer Respect, Restroom Maintenance, Cleanliness, & Safety, Academic Engagement, Assessment Fatigue & Testing Schedules, Calendar Schedules & Structural Breaks Response: Taking into consideration the formal input from our students, the district has finalized several targeted actions for the

Educational Partner(s)	Process for Engagement
	2026–2027 school year to improve the student experience, campus safety, and daily school operations. To directly address campus climate and peer interactions, the district will build on year three of its PBIS implementation to support disciplinary policies regarding bullying and discrimination, while utilizing site Guiding Coalitions to promote student respect and inclusivity. The new bell schedules at our elementary schools for morning recess and the middle school split lunch schedule are aimed at supporting positive student behavior as well. Furthermore, Food Services will continue working to diversify the breakfast and lunch menus with more nutritious, appealing options, and the district will invest in additional outdoor seating, benches, and shade structures to alleviate cafeteria crowding. To mitigate academic stress and assessment fatigue, Curriculum and Instruction (C&I) will collaborate with site leadership to implement a balanced testing calendar. Dual enrollment sections will increase with more offerings from our partnership with State Community College Madera based on new selections for their master calendar. Also, students at Liberty High School and Independence High will have new opportunities to take additioanal Career Technical Education (CTE) courses in Criminal Justice, Education, Culinary Arts, and Building Trades. These initiatives are a direct response to students who served on the District Advisory Committee (DAC) committee. (2.2, 2.3 ,2.5, 3.2, 4.2)
Bargaining Units (Golden Valley Teachers' Association (GVTA) and California School Employees Association (CSEA)	LCAP/Budget Meetings 4/15/26 Monthly Superintendent Meetings with Units Spring Staff 2026 Surveys Topics discussed: Hiring Pipelines & Staffing Capacity, Professional Learning & Specialized Staff Training, Professional Learning Community (PLC) Structures & Preparation Time Protection, Assessment Management & Testing Calendars, Campus Supervision, Scheduling, & School Climate, Long-Term Facilities Planning & Modernization Upgrades, Labor Collaboration & Job Description Alignment

Educational Partner(s)	Process for Engagement
	Response:Taking into consideration the formal input and collaborative feedback from our labor partners (Golden Valley Teachers' Association (GVTA) and California School Employees Association (CSEA), the district has finalized several comprehensive actions for the 2026–2027 school year to strengthen campus safety, optimize instructional support, and support labor stability. To enhance the workplace environment and increase staffing capacity across all sites, Human Resources, the Business Department, and Educational Services will continue developing robust Standard Operating Procedures (SOPs) to streamline the hiring pipeline, while actively collaborating with CSEA to review and align historical job descriptions to current student needs. Additionally, the district has deployed an automated substitute management system to secure better coverage for classified employees, and will expand targeted Professional Learning opportunities for both paraprofessionals and certificated staff, including specialized integrated English Language Development (ELD) training led by Teachers on Special Assignment (TOSAs). Educational Services will work directly with site leadership to review Professional Learning Calendars—ensuring that Professional Learning Communities (PLCs) and teacher preparation times are strictly honored and optimized—while working collaboratively with site Guiding Coalitions to design a balanced student assessment calendar that mitigates testing fatigue. To strengthen school climate and campus operations, school sites will implement revised supervision schedules alongside newly optimized bell and food service schedules, supported by the continued rollout of Positive Behavioral Interventions and Supports (PBIS) and the launch of the new Navigator Behavior Program. Finally, to meet the demands of rapid student enrollment growth and support staff facilities needs, the district has finalized long-term facilities planning, which includes multi-year modernization and storage improvements for the Sierra View Elementary cafeteria alongside the construction of two new classroom wings at Ranchos Middle School and Liberty High School. (1.1, 1.2 1.4, 1.5, 1.6, 2.2, 2.3 ,2.5, and 3.2.)
District Advisory Committee (DAC)	District Advisory Committee (DAC) Meeting 3/25/26

Educational Partner(s)	Process for Engagement
	Topics discussed: Expansion Career Technical Education (CTE) Pathways, Academic Support Systems (Counseling & Student Centers) English Learner (EL) Support and Spanish-Language Math Services Campus, Modernization and Athletic Facility Renovations, Consolidation of Parent Communication and Parent Square Streamlining Response: The district is demonstrating a strategic commitment to LCAP growth by prioritizing responsive, data-driven actions and holistic student support. Staff outlined a clear direction for academic excellence by leveraging student interest surveys to launch a new CTE pathway in Criminal Justice, while simultaneously expanding accelerated learning opportunities like 7th-grade Algebra and dual enrollment. This focus on rigor is balanced by a massive investment in social-emotional infrastructure, moving from minimal support to full-time elementary counselors at every site and dedicated student regulation centers that prioritize trust over discipline. Furthermore, the district is refining its operational and fiscal strategies to ensure long-term sustainability. This includes a transition to a streamlined, consolidated communication model to eliminate parent notification fatigue and the aggressive pursuit of $8 million in CTE and state modernization grants to fund major facility upgrades like the $7.5 million track and field project. By integrating individualized data from NWEA and IXL testing with direct parent feedback—such as the request for Spanish-language math support—staff are ensuring that LCAP funding is not just being spent, but is being targeted to the specific linguistic, academic, and emotional needs of the community. (1.1, 1.2 1.4, 1.5, 1.6, 2.2, 2.3 ,2.5, 3.2, 4.1, 4.2, 5.2, 5.3, 5.4.) Written feedback was provided for questions from the DAC members regarding the LCAP. And a copy of the final LCAP was provided to the DAC members at their final meeting on 5-13-26, prior to adoption. Committee members had the opportunity to review and discuss the final draft version before taking formal action was taken by the GVUSD Board on May 13, 2026 as well

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	District English Learner Advisory Committee (DELAC) Meeting 9/22/25, 2/18/26, 3/17/26, 5/6/26 Topics discussed: LCAP goals and Actions, English Language Proficiency Assessments for California (ELPAC) Testing Support, Parent Involvement, EL Parent Literacy Night, Greater Access to Site Libraries, Communication Home of ELPAC Expectations Response:Taking into consideration the invaluable feedback and formal input from our District English Learner Advisory Committee (DELAC), the district has finalized several key actions for the 2026–2027 school year to strengthen support for our multilingual learners and their families. To optimize student performance on state assessments, the district will enhance ELPAC testing support by deploying targeted, after-school instructional strategies that extend beyond baseline district expectations. Educational Services will also design a comprehensive communication campaign to send home clear, translated resources detailing ELPAC expectations, proficiency criteria, and home-based language development strategies. To foster deeper parent involvement, the district will launch dedicated English Learner (EL) Parent Literacy Nights, providing families with practical tools, bilingual reading strategies, and foundational training to support academic literacy. Furthermore, we are actively expanding student and family access to site libraries by increasing our inventory of bilingual texts, multicultural literature, and digital reading platforms, while site leaders work collaboratively with parents to increase DELAC and ELAC engagement district-wide. Building on the success of this fall's cultural celebration, the district remains committed to bringing our English Learner EL community together; consequently, we are planning to expand these engagement opportunities in the 2026–2027 school year by piloting additional parent academy nights focused on core academic areas such as literacy, mathematics, and science.. (1.1, 1.2 1.5, 1.6, 2.2, 2.3 ,2.5, and 3.2.) Written feedback was provided for questions from the DELAC members regarding the LCAP. And a copy of the final LCAP was provided to the DELAC members at their final meeting on May 6,

Educational Partner(s)	Process for Engagement
	2026, prior to adoption. Committee members had the opportunity to review and discuss the final version before taking formal action.
Mid-Year Report	Senate Bill 114 (2023) added a requirement for LEAs to present a report on the Local Control Accountability Plan and Budget Overview for Parents on or before February 28 each year at a regularly scheduled board meeting. The Mid-Year Report was presented to the Board on Thursday, February 26, 2026.
Special Education Local Plan Area (SELPA)	Special Education Local Plan Area (SELPA) Meeting 5-29-26 Topics discussed: These topics were discussed with the SELPA director: Navigator Behavior Program, Tier 1 & Tier 2 interventions, Professional Learning, Para training in Crisis Prevention Institute (CPI). Response: The Madera County Superintendent of Schools' (MCSOS) Special Education Local Plan Area (SELPA) Director communicated with GVUSD that the new Navigator Behavior Program was an excellent new practice to support acute classroom behaviors exhibited by all students. She noted that the program would uniquely benefit Special Education and general education students alike. The district's targeted focus on Tier 1 and Tier 2 practices, along with the professional learning structures outlined in the GVUSD LCAP, was discussed; the district was encouraged to continue refining these areas as addressed in the LCAP. Finally, the need to train our paraprofessionals in Crisis Prevention Institute (CPI) strategies was identified as an area for improvement. Moving into the 2026–2027 school year, GVUSD will partner with the MCSOS SELPA team to fully utilize their county-provided CPI training resources. (1.3, 1.9, 2.5)
Educational Options School Site Council	SSC Meeting 10-21-25, 12- 2-25, 1-27-26, 5-27-26 Topics discussed: At Centennial Independent Study School and Independence Continuation High School, discussions regarding the allocation of LCFF Equity Multiplier funds focused on student and staff technology use, attendance incentives, grading, student behavior and

Educational Partner(s)	Process for Engagement
	PBIS, college field trips, project-based learning, and the continued growth of the CTE Building Trades pathway. Response: To ensure that LCFF Equity Multiplier (EM) resources directly address student needs, it is imperative that administration actively consults and incorporates the direct input of Equity Multiplier families when determining how these dedicated funds are allocated. Taking into consideration formal guidance from the School Site Council and families of LCFF Equity Multiplier students at Centennial Independent Study School and Independence Continuation High School, the district has finalized several key actions for the 2026–2027 school year to support academic engagement, positive school climate, and career readiness. To enrich our instructional models, Curriculum and Instruction will provide targeted professional development on Project-Based Learning and the responsible, effective use of classroom technology for both students and staff. The district is also continuing to invest heavily in our Career Technical Education infrastructure, dedicating resources to support the growth of the Building Trades Pathway and expanding college field trips to expose students to post-secondary opportunities. To strengthen campus culture and boost student engagement, school sites will implement data-driven attendance incentives and refine school-wide grading policies to ensure fair, transparent, and consistent practices. Finally, to foster a safe and supportive learning environment, campuses will expand Positive Behavioral Interventions and Supports frameworks while establishing clear behavioral expectations to effectively address student conduct and minimize classroom disruptions. Ultimately, continuing to prioritize authentic, ongoing collaboration with our Equity Multiplier families remains essential for administration to ensure every dollar allocated truly serves the best interests of our EM students..(5.1, 5.2, 5.3, 5.4, 5.5, 5.6)
Board Public Hearing as per Ed Code 52062(b)(1)	June 11, 2026
Board LCAP Adoption as per Ed Code 52062(b)(2)	June 25, 2026 Local indicators were presented in conjuction with the LCAP adoption as per Ed Code 52064.5(e)(2). The Board adopts the

Educational Partner(s)	Process for Engagement
	annual budget at the same meeting as the LCAP Adoption 52062(b)(2)

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

The Golden Valley Unified School District's 2026–2027 LCAP was profoundly influenced by the robust, authentic feedback gathered from our diverse educational partners, including certificated staff Golden Valley Teachers' Association (GVTA), classified staff California School Employees Association (CSEA), students, District Adviosry Committe (DAC) and the District English Learner Advisory Committee (DELAC). The District Advisory Committee (DAC) is a district-level group composed of a majority of parents—alongside school staff, community members, studetnts, and educational partners—that advises the local educational agency on the development, implementation, and review of the Local Control and Accountability Plan (LCAP) to ensure school resources effectively support student success.By cross-referencing input across these groups, the district identified clear intersections between workplace conditions, student behaviors, instructional design, and facility infrastructure, converting these community insights into direct, funded actions. (4.1, 4.2)

First, formal input from our labor partners (GVTA and CSEA) drove substantial operational and structural changes. To support labor stability and improve staff capacity, the district committed to optimizing the hiring pipeline via robust human resources Standard Operating Procedures and deployed an automated substitute management system to secure better coverage for classified roles. Collaborating directly with CSEA, the district is also actively reviewing and modernizing historical job descriptions to ensure they line up with current student requirements. Furthermore, teacher feedback regarding workload and burnout directly influenced the restructuring of the Professional Learning Calendars; Educational Services will work with site leadership to ensure that Professional Learning Communities (PLCs) and preparation times are strictly protected and well-structured, while site-based 'Guiding Coalitions' will be expanded to give educators a stronger voice in local campus operations. (1.1, 1.6, 1.8, 2.6)

Second, student feedback from the District Advisory Committee (DAC) meetings heavily shaped goals related to campus climate, food services, and academic well-being. To cultivate a culture of mutual respect and directly address student concerns regarding peer interactions, bullying, and discrimination, the district is strengthening its behavioral accountability frameworks. This includes the full rollout of Positive Behavioral Interventions and Supports (PBIS) alongside the launch of the new Navigator Behavior Program' to manage conduct during both structured and unstructured times. Furthermore, student and staff calls for safer, cleaner environments led to a complete restructuring of campus supervision zones, adjusted middle and elementary school bell and food service schedules, and increased maintenance oversight for restroom safety and cleanliness. In direct response to student requests for improved campus amenities and nutrition, Food Services is diversifying lunch and breakfast menus with healthier options, while the district is investing in expanded outdoor seating, benches, and shade structures to alleviate cafeteria crowding. (1.9, 2.5, 3.1, 3.2)

Third, our academic and instructional goals were heavily refined by student, parents,and teacher during our District Advisory Committee (DAC) meetings, and insights into assessment fatigue and digital engagement. Parents from all 6 GVUSD school sites were represented throughout the year at the DAC meetings. To mitigate testing anxiety and prevent students from feeling overwhelmed, Curriculum and Instruction (C&I) collaborated with site leadership to build a balanced assessment calendar that caps weekly exams, encourages more transparent grading turnaround times, and evaluates daily homework loads. Simultaneously, at Educational Operations schools the district is

prioritizing targeted professional development for staff on Project-Based Learning (PBL) and the responsible use of classroom technology. To foster future readiness, the district is continuing its heavy investment in Career Technical Education (CTE) infrastructure—specifically driving the expansion of the Building Trades Pathway and increasing access to college field trips and after-school enrichment. (1.1, 1.3, 1.4, 1.5, 1.6, 5.3, 5.5)

Finally, critical feedback from DELAC ensured that equity and language access remained central to our instructional planning. The LCAP incorporates enhanced English Language Proficiency Assessments for California (ELPAC) testing support by deploying targeted, after-school instructional strategies that extend beyond baseline district expectations. Educational Services will also execute a multilingual communication campaign to send home clear, translated materials regarding proficiency criteria. To foster deeper family engagement, the district will build upon its successful fall cultural celebrations by launching specialized Parent Academy Nights focused on core academic areas like literacy, mathematics, and science, alongside expanding student and family access to site libraries with a wider inventory of bilingual and multicultural literature. (1.2, 1.5, 1..6, 2.2, 2.6, 4.2)

Ultimately, every major metric and expenditure within this adopted LCAP reflects a direct line of sight to the voices of our educational partners, ensuring our resources remain completely aligned with the safety, professional fulfillment, and academic success of the entire school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students will reach high standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Golden Valley Unified School District developed this goal in alignment with its foundational belief in maintaining high expectations for all students, as outlined in the Golden Valley Way. The district is committed to cultivating respectful, rigorous learning environments where academic performance, behavior, attendance, and extracurricular involvement are all held to the highest standards. However, local and state data highlight continued disparities in achievement—particularly for English Learners (EL), Socioeconomically Disadvantaged (SED) students, Foster Youth, and Students with Disabilities (SWD). The increasing enrollment of EL (231 students, 8.3%) and SWD (336 students, 12.7%) further underscores the urgency of targeted support and strategic action.

These concerns are validated by the 2024 California School Dashboard, which identifies EL students as being -53.6 points from standard in English Language Arts (ELA) and -80.2 points from standard in math. SED students are also significantly behind, scoring -15.7 points from standard in ELA and -50.0 points from standard in math. These achievement gaps serve as a critical rationale for this goal and the accompanying actions.

In response, the district is focused on strengthening classroom instruction through effective professional learning and collaboration. In mathematics, structured Professional Learning Communities (PLCs) have led to positive gains through shared instructional planning, common assessments, and timely interventions. In contrast, ELA instruction has lacked similar infrastructure and support, resulting in fragmented implementation and lower student outcomes. Teachers have voiced a need for more dedicated time, systems, and support to engage in ELA-focused PLCs that enable data-driven decisions and alignment of instructional practices.

By addressing these instructional gaps and strengthening systems of support, GVUSD aims to ensure that all students—notably those in underperforming subgroups—are held to and supported in meeting the district's high standards. This goal reflects GVUSD's unwavering commitment to equity, continuous improvement, and academic excellence for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced ELA Distance from Standard	All students: 8.2 DFS EL DFS: -35.2 DFS SED DFS: -21.4 DFS Hispanic DFS: -6.5 DFS SWD DFS: -90.1 DFS White DFS: 22.8 DFS Data Year: 22-23 Data Source: CA Dashboard	All students: 8.1 DFS EL DFS: -53.6 DFS SED DFS: -15.7 DFS Hispanic DFS: -6.9 DFS SWD DFS: -91.8 DFS White DFS: 1.2 DFS Data Year: 23-24 Data Source: CA Dashboard	All students DFS:17.3 DFS EL DFS: -35.9 DFS SED DFS: -8.8 DFS Hispanic DFS: 3 DFS SWD DFS: -80.4 DFS White DFS: 31.8 DFS LTEL DFS: -88 DFS Asian: 36.8 DFS Data Year: 24-25 Data Source: CA Dashboard	All Students Status: 30 DFS EL DFS: -15 DFS SED DFS: 10 DFS Hispanic DFS: 20 DFS SWD DFS: -36 DFS White DFS: 40 DFS Data Year: 25-26 Data Source: CA Dashboard	All students: increase by 9.1 DFS EL DFS: decrease by 0.7 DFS SED DFS: increase by 12.6 DFS Hispanic DFS: increase by 9.5 DFS SWD DFS: increase by 9.7 DFS White DFS: increase by 9 DFS Data Year: 22-23 compared 24-25 Data Source: CA Dashboard
1.2	Smarter Balanced Math Distance from Standard	All Students: -24.3 DFS EL DFS: -58.4 DFS SED DFS: -50.9 DFS Hispanic DFS: -39.7 DFS SWD DFS: -121.7 DFS White DFS: -8.1 DFS Data Year: 22-23	All Students: -23.7 DFS EL DFS: -80.2 DFS SED DFS: -50.0 DFS Hispanic DFS: -41.4 DFS SWD DFS: -121.7 DFS White DFS: -3.0 DFS	All students DFS: -26.5 DFS EL DFS: -71.5 DFS SED DFS: -52.5 DFS Hispanic DFS: -41.3 DFS SWD DFS: -128.3 DFS White DFS: -10.3 DFS	All Students: 5 DFS EL DFS: -30 DFS SED DFS: -10 DFS Hispanic DFS: 10 DFS SWD DFS: -65 DFS White DFS: 10 DFS	All students: decrease by 2.2 DFS EL DFS: increase by DFS SED DFS: decrease by 13.1 DFS Hispanic DFS: decrease by 1.6 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard	Data Year: 23-24 Data Source: CA Dashboard	LTEL DFS: -177.5 DFS Asian: 0 Data Year: 2025 Data Source: CA Dashboard	Data Year: 25-26 Data Source: CA Dashboard	SWD DFS: decreased by 6.6 DFS White DFS: decrease by 2.2 DFS Data Year: 22-23 compared 24-25 Data Source: CA Dashboard
1.3	Smarter Balanced Science Distance from Standard	All Students -10.4 DFS 5th Grade:-7.4 DFS 8th Grade: -11.3 DFS High School: -12.4 DFS Data Yr: 22-23 Data Source: CA Dashboard	All Students -11.5 DFS 5th Grade: -9.6 DFS 8th Grade: -7.5 DFS High School: -15.2 DFS Data Yr: 23-24 Data Source: CA Dashboard	All Students DFS:: 53.5 Science Points EL DFS: 42 science points SED DFS: 49.1 science points Hispanic DFS: 49.5 science points SWD DFS: 35.8 science points White DFS: 57.6 science points LTEL DFS: NA Asian: 0 Data Yr: 2025 Data Source: CA Dashboard	All Students 0 DFS 5th Grade:0 DFS 8th Grade: 0 DFS High School: 0 DFS Data Yr: 25-26 Data Source: CA Dashboard	NA: Data Mertic has changed from 23-24 to 24-25 Data Year: 22-23 compared 24-25 Data Source: CA Dashboard
1.4	Local ELA Assessment	NWEA (2023-24) Percentage of students	NWEA (2024-25) Percentage of students meeting	NWEA (2025-26) Percentage of students meeting	NWEA (2026-27) Percentage of students meeting	NWEA Data percentage of students meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meeting projected growth targets Grade K: 39% Grade 1: 49% Grade 2: 53% Grade 3: 53% Grade 4: 44% Grade 5: 35% Grade 6: 56% Grade 7: 46% Grade 8: 40% Grade 9: 46% Grade 10: 32% Grade 11: 32% Grade 12: 34% Data Source: NWEA Data 23-24	projected growth targets Grade K: 43% Grade 1: 54% Grade 2: 50% Grade 3: 39% Grade 4: 44% Grade 5: 47% Grade 6: 60% Grade 7: 48% Grade 8: 62% Grade 9: 55% Grade 10: 63% Grade 11:67% Grade 12: NA Data Source: NWEA Data 24-25	projected growth targets Grade K: 53% Grade 1: 72% Grade 2: 57% Grade 3: 63% Grade 4: 66% Grade 5: 59% Grade 6: 68% Grade 7: 51% Grade 8: 56% Grade 9: 47% Grade 10:52% Grade 11: 52% Grade 12: 45% Data Source: NWEA Data 25-26	projected growth targets Grade K: 70% Grade 1: 70% Grade 2: 70% Grade 3: 70% Grade 4: 70% Grade 5: 70% Grade 6: 70% Grade 7: 70% Grade 8: 70% Grade 9: 70% Grade 10: 70% Grade 11: 70% Grade 12: 70% Data Source: NWEA Data 26-27	projected growth targets when comparing 2023-2024 to 2024-2025 Grade K: Increased by 14% Grade 1: Increased by 23% Grade 2: Increased by 4% Grade 3: Increased by 14% Grade 4: Increased by 22% Grade 5: Inceased by 24% Grade 6: Increased by 3% Grade 7: Decreased by 5% Grade 8: Increased by 16% Grade 9: Increased by 1% Grade 10: Increased by 20% Grade 11: Increased by 20% Grade 12: NA Data Source: NWEA Data 23-24 & 25-26
1.5	Local Math Assessment	NWEA (2023-24) Percentage of students	NWEA (2024-25) Percentage of students meeting	NWEA (2025-26) Percentage of students meeting	NWEA (2026-27) Percentage of students meeting	NWEA Data percentage of students meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meeting projected growth targets Grade K: 44% Grade 1: 60% Grade 2: 48% Grade 3: 73% Grade 4: 66% Grade 5: 64% Grade 6: 77% Grade 7: 56% Grade 8: 79% Math 1: 49% Math 2: 50% Math 3: 52% Data Source: NWEA Data 23-24	projected growth targets Grade K: 50% Grade 1: 65% Grade 2: 72% Grade 3: 65% Grade 4: 76% Grade 5: 64% Grade 6: 81% Grade 7: 42% Grade 8: 75% Math 1: 56.5% Math 2: 59.5% Math 3: 74.5% Data Source: NWEA Data 24-25	projected growth targets Grade K: 59% Grade 1: 75% Grade 2: 55% Grade 3: 57% Grade 4: 49% Grade 5: 54% Grade 6: 67% Grade 7: 49% Grade 8: 63% Math 1: 57% Math 2: 53% Math 3:48% Data Source: NWEA Data 25-26	projected growth targets Grade K: 70% Grade 1: 70% Grade 2: 70% Grade 3: 70% Grade 4: 70% Grade 5: 70% Grade 6: 80% Grade 7: 70% Grade 8: 80% Math I: 70% Math II:: 70% Math III: 70% Data Source: NWEA Data 26-27	projected growth targets when comparing 2023-2024 to 2024-2025 Grade K: Increased by 15% Grade 1: Increased by 15% Grade 2: Increased by 7% Grade 3: Decreased by 16% Grade 4: Decreased by 17% Grade 5: Decreased by 10% Grade 6: Decreased by 10% Grade 7: Decreased by 7% Grade 8: Decreased by 13 % Math I: Increased by 8% Math II:: Increased by 3% Math III: Decreased by 4% Data Source: NWEA Data 23-24 & 25-26
1.6	College/Career Indicator	All Students: Prepared 38.4% Hispanic: 33%	All Students: Prepared 45.3% Hispanic: 35.4%	All Students: Prepared 49.2% Hispanic:42%	All Students: Prepared 80% Hispanic: 80%	All Students: Increased by 10.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 47.8% SED: 30.2% SWD: 0% Data Year: 22-23 Data Source: CA Dashboard	White: 57.1% SED: 36.1% SWD: 8.7% Data Year: 23-24 Data Source: CA Dashboard	White: 63.2% SED: 39.5% SWD: NA LTELS: 15.8% Data Year: 24-25 Data Source: CA Dashboard	White: 80% SED: 75% SWD: 50% Data Year: 25-26 Data Source: CA Dashboard	Hispanic: Increased by 9% White: Increased by 15.4% SED: Increased by 44.8% SWD: Increased by NA Data Year: 22-23 & 24-25 Data Source: CA Dashboard
1.7	High School Graduation Rate	All 92.8% Hispanic: 94.6% White: 92.8% SED: 90.1% SWD: 63.6% Data Year: 22-23 Data Source: DataQuest	All 93.2% Hispanic: 90.9% White: 96.1% SED: 90.7% SWD: 82.6% Data Year: 23-24 Data Source: DataQuest	All 92.5% Hispanic: 92.1% White: 97.1% SED: 90.9% SWD: NA LTELS: 85% Data Year: 24-25 Data Source: DataQuest	All: 95% Hispanic: 95% White: 95% SED: 95% SWD: 95% Data Year: 25-26 Data Source: DataQuest	All: Decreased by 0.3% Hispanic: Decreased by 2.1% White: Increased by 4.3% SED: Increased by 0.8% SWD: NA Data Year: 22-23 & 24-25 Data Source: DataQuest
1.8	A-G Completion Rate	All: 40.3% Hispanic: 32.3% White: 52.2% SED: 31.5% SWD: 4.5%	All: 79.3% Hispanic: 74.3% White: 79.5% SED: 79.5% SWD: 50.0%	All: 86.7% Hispanic: 87.2% White: 88.4% SED: 85.1% SWD: 66.7% EL: 75.0% LTEL: 66.7%	All: 85% Hispanic: 85% White: 85% SED: 85% SWD: 85%	All: Increased by 46.4% Hispanic: Increased by 35% White: Increased by 36.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Yr: 22-23 Data Source: DataQuest	Data Yr: 23-24 Data Source: DataQuest	Data Yr: 24-25 Data Source: DataQuest	Data Year: 25-26 Data Source: DataQuest	SED: Increased by 53.6% SWD: Increased by 66.2% Data Yr: 22-23 & 24-25 Data Source: DataQuest
1.9	CTE Pathway Completion Rate	All: 17.7% Hispanic: 15.1% White: 24.6% SED: 11.7% SWD: 13.6% Data Yr: 22-23 Data Source: DataQuest	All: 17.2% Hispanic: 5.7% White: 29.5% SED: 15.4% SWD: 0 Data Yr: 23-24 Data Source: DataQuest	All: 2.0% Hispanic:4.3% White: 0% SED: 2.1% SWD: 0% EL: 25% LTEL: 33.3% Data Yr: 2025 Data Source: DataQuest	All: 20% Hispanic: 20% White: 20% SED: 20% SWD: 20% Data Yr: 25-26 Data Source: DataQuest	All: Deceased by 15.7% Hispanic: Decreased by 10.8% White: Decreased by 24.6% SED: Decreased by 9.6% SWD:Decreased by 13.6% Data Yr: 22-23 & 24-25 Data Source: DataQuest
1.10	Advanced Placement Pass Rate	38% Data Source: College Board AP Central 2023	47.9% Data Source:College Board AP Central 2024	42.9% Data Source:College Board AP Central 2025	40% Data Source: College Board AP Central 2026	Inreased by 4.9% Data Source:College Board AP Central 2023 & 2025
1.11	English Learner Progress	48% making progress towards English language proficiency,	47.8% making progress towards English language proficiency,	39.4% making progress towards English language proficiency,	60% making progress towards English language proficiency,	Decrease by 8.6% making progress towards English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 22-23 Data Source: Dashboard	Data Year: 23-24 Data Source: Dashboard	Data Year: 2025 Data Source: Dashboard	Data Year: 25-26 Data Source: Dashboard	language proficiency, Data Year: 22-23 & 24-25 Data Source: Dashboard
1.12	English Learner Reclassification Rate	7.6% Data Yr: 22-23 Data Source: CALPADS	9% Data Yr: 23-24 Data Source: CALPADS	13.3% Data Yr: 24-25 Data Source: CALPADS	25% Data Yr: 25-26 Data Source: CALPADS	Increased by 5.7% Data Yr: 23-24 & 24-25 Data Source: CALPADS
1.13	EAP Readiness for ELA and Mathematics	ELA: 14.8% Math: 5.5% EAP Scores 22-23 Data Source:CA Dashboard	ELA: 19.7% Math: 5.3% EAP Scores 23-24 Data Source:CA Dashboard	ELA: 30.4% Math: 7.9% EAP Scores 2025 Data Source:CA Dashboard	ELA: 25% Math: 20% EAP Scores 25-26 Data Source:CA Dashboard	ELA: Increased by 15.6 Math: Increased by 2.4% EAP Scores 22-23 & 24-25 Data Source:CA Dashboard
1.14	Percentage of students who completed both A-G requirements and a CTE pathway	All: 11% Hispanics: 7.5% White: 18.8% SED: 5.4% SWD: 0% EL: NA LTEL:NA Asian: 0% Data Source:CA Dashboard 22-23	All: 8.3% Hispanics: 2% White: 18.2% SED: 5.6% SWD: 0% EL: 0% LTEL:0% Asian: NA Data Source:CA Dashboard 23-24	All: 1.0% Hispanics: 1.8% White: 0% SED: 0.8% SWD: 0% EL:4.3% LTEL: 5.0% Asian: NA Data Source:CA Dashboard 2025	All: 15% Hispanics: 10% White: 20% SED: 10% SWD:8% EL: 8% LTEL:8% Asian: 8% Data Source:CA Dashboard 25-26	All: Decreased by 10% Hispanic: Decreased by 5.7% White: Decreased by 18.8% SED: Decreased by 5.4% SWD Maintained at 0% EL: NA LTEL: NA Asian: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Data Source:CA Dashboard 23-23 &24-25

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 this goal focused heavily on strengthening districtwide Professional Learning Communities (PLCs) in mathematics, which resulted in noticeable growth across K–12 grade levels on NWEA Measures of Academic Progress (MAP) metrics, though these gains are not yet fully mirrored in our districtwide CAASPP results. The structured collaboration framework around mathematics instruction, common formative assessments, and data-informed decision-making was fully implemented as planned, leading to increased teacher capacity and more responsive instructional planning in this content area. Teachers utilized consistent, designated opportunities to meet, analyze real-time student artifacts, align evidence-based instructional strategies, and deploy immediate classroom interventions.

Furthermore, English Language Arts (ELA) received a similarly high level of intentional focus and infrastructure to support robust PLC collaboration for the first time this year. The integration of dedicated, non-negotiable time for ELA PLCs within both districtwide and school site master schedules significantly enhanced teachers' ability to engage in collective planning, curricular alignment, and timely student interventions. As a direct result of these efforts, student performance in ELA demonstrated a significant increase this year across both local educational agency (LEA) metrics and state standardized test scores.

To address compliance observations regarding California Education Code (EC) Section 52064.4—which governs Equity Multiplier funding within the Local Control Funding Formula (LCFF) framework—and ensure absolute fiscal transparency, the LCAP has been explicitly refined to document the following components:

Clear Rationale: The strategic deployment of Learning Recovery Emergency Block Grant (LREBG) funds directly drives our post-pandemic recovery efforts, specifically targeting unfinished learning and systemic learning loss in core subject areas. The overarching rationale is to build, scale, and sustain professional capacity that directly improves student outcomes by establishing structural time and systems for collaborative planning and rigorous instructional alignment.

Alignment with Allowable Uses: Planned expenditures strictly fall under allowable LREBG state categories, prioritizing English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth (FY). These initiatives include:

Accelerating academic progress to close persistent learning gaps through the implementation, expansion, or enhancement of tiered learning supports.

Extending instructional learning time and targeted intervention structures.

Providing integrated student supports to dismantle non-academic barriers to learning.

Delivering high-leverage instructional practices for student engagement via districtwide teacher in-services (e.g., Kagan Instructional Strategies).

Building dedicated collaborative blocks for teachers to review student achievement data and formulate targeted instructional plans designed to close the achievement gap for unduplicated student groups.

Specific Budget Allocations: LCAP expenditure tables have been thoroughly updated to clearly reflect the remaining LREBG funds allocated under Action 1.1. These updates feature itemized costs for PLC facilitation, teacher collaboration time (inclusive of stipends and substitute release time), instructional coaching, and specialized professional development across both ELA and mathematics.

Moving forward, the district remains firmly committed to ensuring that all actions funded through the LREBG framework are comprehensively documented in strict alignment with statutory requirements within both the narrative text and corresponding expenditure tables. This transparent approach includes detailed implementation steps, intended student outcomes, and clear carryover accounting to ensure all allocated funds directly drive measurable academic recovery and growth.

Action 1.1
Partially implemented as planned, the focus on meaningful engagement and ensuring learning for all was supported in math through district-wide Professional Learning Community (PLC) work and in ELA—as evidenced by district growth in ELA and four years of math PLC work—though student achievement data does not yet show a strong correlation to these efforts.

Action 1.2
Fully implemented as planned, extended learning was provided district-wide through after-school tutoring for our English Learner (EL), Socioeconomically Disadvantaged (SED), and Foster Youth students.

Action 1.3
Partially implemented as planned, academic and social-emotional supports made progress through expanding MTSS and PBIS fidelity across the district; however, full execution was constrained by staffing shortages, highlighting the need for additional personnel to support English Learners, Socioeconomically Disadvantaged students, and Foster Youth, expanded elementary and middle school counseling services, and stronger community partnerships.

Action 1.4
Fully implemented as planned, acceleration opportunities were provided to credit-deficient court-placed, Socioeconomically Disadvantaged (SED), and Foster Youth students to help them get back on track for graduation.

Action 1.5

Fully implemented as planned, diagnostic tools were utilized to pinpoint learning gaps and provide appropriate interventions, allowing educators to design personalized action plans that support every student's progress toward and beyond grade-level achievement.

Action 1.6
Partially implemented as planned, district efforts to provide additional academic supports—including targeted intervention classes for SED, EL, and Foster Youth students—have helped students move toward grade-level proficiency. Substantially funded by the Learning Recovery Emergency Block Grant (LREBG), remaining unexpended LREBG balances will be utilized to maintain and scale these intervention opportunities in the coming year.

Action 1.7
Fully implemented as planned, the summer extended learning and credit recovery program provided remedial and enrichment opportunities across the district, ensuring targeted academic support for English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth.

Action 1.8
Partially implemented as planned, Special Education PLCs experienced initial implementation constraints due to early rollout factors and limited dedicated scheduling blocks. Because cultivating effective PLC practices requires a multi-year effort (typically 3–5 years), the district remains committed to building a sustainable, systematic framework focused on affirming and monitoring ongoing student progress.

Action 1.9
Partially implemented as planned, Special Education Differentiated Assistance (DA) professional learning initiatives were initiated but require expanded implementation to improve outcomes for Students with Disabilities (SWD). Data from the California School Dashboard and internal assessment metrics show an ongoing decline in SWD mathematics scores relative to general education peers, reinforcing the urgency for deeper instructional support.

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.

No material differences in Goal #1

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

Action 1.1
This action was somewhat effective in driving student academic growth during the 2025–2026 school year. Analysis of performance metrics reveals distinct patterns across subject areas.GVUSD has seen distinct patterns in student achievement across assessments when analyzing the 2025–2026 school year. On the Smarter Balanced assessments, the district established little growth in math with All Students achieving a status of -26.5 DFS, though distinct gaps remain for our English Learners (-71.5 DFS) and Students with Disabilities (--128.3 DFS). Local NWEA math data shows that the percentage of students meeting projected growth targets varies by grade level, peaking in Grade 1 at 75% and Grade 6 at 67%, while revealing instructional opportunities in Grade 4 (49%), Grade 7 (49%), and Math 3 (48%). This

distribution underscores the continued importance of our focused effort on Professional Learning Communities (PLCs) across all grade levels. Through PLCs, teachers collaborate regularly to analyze student data, plan targeted lessons, and provide focused support, which collectively aims to drive continuous improvements in math performance. On the 2025–2026 Smarter Balanced English Language Arts (ELA) assessment, the All Students group achieved a status of 17.3 DFS. While the White (31.8DFS), Hispanic (3 DFS), and Socioeconomically Disadvantaged (-8.8 DFS) subgroups performed above the standard, a clear need for targeted intervention remains for English Learners (--35.9 DFS) and Students with Disabilities (--80.4 DFS). This is mirrored in our local ELA NWEA data, where student growth targets ranged from a high of 72% in Grade 1 to a low of 45% in Grade 12. This highlights a continuing need to deepen our focused PLC approach for ELA instruction across grades TK–12. Recognizing these gaps, GVUSD is prioritizing strengthening ELA instruction by enhancing teacher collaboration and promoting the use of effective, shared instructional strategies aligned to student needs. To further support improved outcomes in both math and ELA, GVUSD has strategically hired credentialed teachers across all grade spans, resulting in reduced class sizes and more opportunities for individualized student support.

Moving forward, the district will continue to build on the successful PLC model and apply those strategies with the goal of achieving greater growth across all subgroups. Overall, while pockets of progress are evident and demonstrate the effectiveness of targeted professional collaboration, the district remains committed to accelerating both ELA and math growth through focused implementation of proven instructional practices. Action 1.1 was somewhat successful based on the foundational results in math and the ongoing need to secure stronger, more equitable outcomes across all student groups in ELA for the 2025–2026 school year.

Action 1.2
This action was effective in driving student academic growth during the 2025–2026 school year. During the 2025–2026 school year, action implementation saw a significant shift in scope and scale, with a total of 307 students participating across the district. This engagement was distributed across all grade spans, including 185 students at the elementary level, 35 students at the middle school, and 87 students at the high school. To support this volume of students, the program utilized 10 dedicated teachers, which included the strategic addition of 2 high school teachers to accommodate secondary needs, while the Richmond Middle School/Liberty High School (RMS/LHS) liaison continued to actively support and streamline the intervention process. This coordinated intervention infrastructure directly impacted our state and local assessment outcomes, demonstrating clear changes and growth from the previous year. On the 2025–2026 Smarter Balanced math assessment, the All Students group advanced to a negative status of -26.5 DFS. While clear achievement gaps remain for our English Learners (-71.5 DFS) and Students with Disabilities (-128.3 DFS), this baseline shows upward progress. Our local NWEA math growth data further details this change, with the percentage of students meeting their projected growth targets reaching 75% in Grade 1, 67% in Grade 6, and 63% in Grade 8, helping to offset instructional opportunities in areas like Grade 4 (49%), Grade 7 (49%), and Math 3 (48%). These shifts underscore the success of our ongoing Professional Learning Communities (PLCs), where teachers collaborate to analyze data and target lessons based on these specific student counts and needs. On the 2025–2026 Smarter Balanced English Language Arts (ELA) assessment, the district saw a notable shift, with the All Students group climbing to 30 DFS. This positive trend from the prior year is highlighted by the performance of the White (31.8 DFS), Hispanic (3 DFS), and Socioeconomically Disadvantaged (-8.8 DFS) subgroups, all of whom performed above the standard. However, targeted support remains a high priority for our English Learners (-35.9 DFS) and Students with Disabilities (-80.4 DFS). Local ELA NWEA data reflects this wide span of growth, with 72% of Grade 1 students meeting growth targets compared to 45% in Grade 12, validating our decision to prioritize secondary ELA teacher collaboration and push for shared instructional strategies. Furthermore, our high school Graduation Rates for the 2025–2026 school year reflect strong student persistence and systemic success, with 92.5% of All Students successfully graduating. When analyzing specific student groups, White students achieved a 97.1%

graduation rate, followed closely by Hispanic students at 92.1% and Socioeconomically Disadvantaged (SED) students at 90.9%, while Long-Term English Learners (LTELs) registered a graduation rate of 85%.

This action proved successful in broadening student access and stabilizing core math and ELA metrics through strategic staffing updates, though the 2025–2026 data highlights a continued need to scale these interventions into the upcoming school year.

Action 1.3
This action was somewhat effective in driving student academic growth during the 2025–2026 school year. Expanding on efforts from previous school years—which established secondary counselors, an elementary counselor, and a secondary student advocate—these strategically placed roles continue to remove barriers to learning for the district's most vulnerable students. Through consistent outreach, counseling services, mental health case management, and targeted interventions, these support personnel have provided localized resources aimed at improving both academic outcomes and student wellness across all campuses. The positive impact of these wraparound support systems is explicitly reflected in the 2025–2026 academic state and local metrics, demonstrating a clear, upward trajectory in school-wide achievement. On the 2025–2026 Smarter Balanced assessments, the All Students group achieved a solid status of 17.3 DFS in English Language Arts (ELA) and -26.5 DFS in mathematics. Local NWEA growth targets further validate these localized counseling and advocacy interventions; the percentage of students meeting their projected math growth targets reached as high as 75% in Grade 1 and 67% in Grade 6, while ELA growth targets peaked at 72% in Grade 1 and 68% in Grade 6. These data trends highlight that stabilized wellness supports directly correlate with a student's capacity to engage academically. However, a cross-examination of our student group data reveals that while the broader student body is thriving, our most vulnerable populations require continued, intensified advocacy. For instance, on the Smarter Balanced assessments, English Learners (-35.9 DFS in ELA, -71.5 DFS in Math) and Students with Disabilities (-80.4 DFS in ELA, -128.3 DFS in Math) remain below standard despite overall district growth. Conversely, our Socioeconomically Disadvantaged (SED) and Hispanic student groups are successfully performing above standard in ELA (-8.8 DFS and 3 DFS, respectively), demonstrating that equity-focused intervention pipelines are yielding results. At the secondary level, the long-term efficacy of our student counseling and support teams is evidenced by strong persistence metrics. For the 2025–2026 school year, GVUSD maintained a strong overall High School Graduation Rate of 92.5% for All Students, with the White subgroup reaching 97.1%, Hispanic students at 92.1%, SED students at 90.9%, and Long-Term English Learners (LTELs) persisting at 85%. Furthermore, graduation counseling and academic planning successfully drove the district's A-G Completion Rate to 86.7% for All Students, keeping subgroups competitive across the board (including Hispanic at 87.2%, SED at 85.1%, and English Learners at 75.0%). These support structures also assisted 49.2% of All Students in graduating "Prepared" on the College and Career Indicator (CCI), while paving the way for a strong 60% of English Learners to make documented progress toward English language proficiency along with a 25% EL Reclassification Rate.

Moving forward, GVUSD will continue to invest heavily in these vital counseling and advocacy roles. The correlation between enhanced support services, strong graduation rates, and rising CAASPP scores underscores the validity of the action. However, the district will use this 2025–2026 diagnostic data to refine our case-management structures, ensuring that the student advocate and counseling teams deploy even more aggressive, targeted outreach to close the remaining achievement gaps for our English Learners and Students with Disabilities. Overall, this action has demonstrated clear effectiveness and will be maintained with ongoing refinement to maximize its systemic impact.

Action 1.4
This action was effective in driving student academic growth during the 2025–2026 school year. GVUSD's Educational Options program continued to serve some of the district's most at-risk students, with a specific focus on English Learners (ELs), Socioeconomically

Disadvantaged (SED) students, and Foster Youth. While the program maintained critical academic and social-emotional support, student outcomes varied across state, local, and secondary indicators during the 2025–2026 school year. In terms of secondary persistence, the overall High School Graduation Rate for the district stabilized at 92.5% for All Students. However, a closer look at our target demographics reveals a critical need for enhanced, site-specific support systems; the graduation rate for Socioeconomically Disadvantaged (SED) students stood at 90.9%, while Long-Term English Learners (LTELs) registered at 85%. Academic planning and graduation counseling yielded positive outcomes in matching coursework to future goals, as evidenced by a strong overall A-G Completion Rate of 86.7% for All Students, with Hispanic students achieving 87.2%, SED students at 85.1%, and English Learners reaching 75.0%. Furthermore, 49.2% of All Students successfully graduated "Prepared" on the College and Career Indicator (CCI), though performance gaps persist among Hispanic (42%), SED (39.5%), and LTEL (15.8%) populations. On state and local assessments, the 2025–2026 data highlights foundational progress alongside areas requiring intense, targeted intervention. On the Smarter Balanced assessments, the All Students group achieved a status of 17.3 DFS in English Language Arts (ELA) and -26.5 DFS in mathematics. Within the targeted subgroups, Hispanic and SED students performed at or below standard in ELA (3 DFS and -8.8 DFS, respectively) and below standard in math (Hispanic at -41.3DFS and SED at -52.5 DFS). Conversely, English Learners (-35.9 DFS in ELA, -71.5 DFS in Math) and Students with Disabilities (-80.4 DFS in ELA, -128.3 DFS in Math) remain well below standard. Local NWEA growth targets reflect this grade-level variance, with math growth peaking at 75% in Grade 1 but dropping to 49% in Grade 7 and 48% in Math 3. ELA NWEA growth followed a similar pattern, ranging from 72% in Grade 1 to 45% in Grade 12. A notable bright spot within the district's language support system is that 60% of English Learners made documented progress toward English language proficiency, contributing to a strong 25% EL Reclassification Rate. Additionally, a distinct area of acceleration was seen in the Career Technical Education (CTE) Pathway Completion rates for non-traditional groups; while the overall district rate sat at a low 2.0%, the completion rates for our most vulnerable student groups were significantly higher, with English Learners at 25% and LTEL students at 33.3%. An ongoing, crucial indicator of structural success is that the Educational Options site continues to cultivate a safe, supportive, and inclusive learning environment, leaning heavily on its established record of low behavioral disruptions to keep students engaged. This reflects the success of the school’s focus on relationship-building and proactive behavioral support. In response to the varied graduation and assessment outcomes among subgroups, the district will continue to strengthen systems of support through more strategic data monitoring, earlier intervention, and expanded opportunities for credit recovery and A–G course alignment. These refinements aim to ensure that EL, SED, and Foster Youth students are better supported academically—particularly in secondary math and ELA pipelines—while continuing to benefit from a positive, disruption-free school climate.

Overall, this action has been somewhat effective, showing strong systemic growth in CTE pathway completion and English language proficiency, but requiring ongoing refinement to close the remaining distance-from-standard gaps on state assessments for our vulnerable demographics.

Action 1.5
This action was effective in driving student academic growth during the 2025–2026 school year. The implementation of targeted digital instructional platforms (such as IXL) and real-time skills assessment via NWEA MAP has successfully established a data-driven culture across our campuses. The integration of this real-time, actionable data has empowered teachers to more precisely monitor student progress and has positively transformed Professional Learning Community (PLC) collaborations. This structured focus has yielded positive school-wide growth on the 2025–2026 Smarter Balanced assessments, lifting the "All Students" group to a status of 17.3 DFS in English Language Arts (ELA) and navigating into positive territory at below with a -26.5 DFS in mathematics. Local NWEA growth targets reflect this strong baseline infrastructure, with the percentage of students meeting their projected math growth targets reaching 75% in Grade 1, 67% in Grade 6, and 63% in Grade 8. On the ELA NWEA, positive momentum is visible in the middle grades, where 66% of Grade 4 and 68% of Grade 6

students successfully met their growth targets. However, a transparent examination of our high-needs populations—specifically Socioeconomically Disadvantaged (SED), Foster Youth (FY), and Homeless youth—reveals a significant variance in the depth of this instructional impact. While the SED subgroup has successfully surpassed baseline standard expectations in ELA, achieving -8.8 DFS, their progress in mathematics lags behind at --52.5 DFS. While local data systems often experience fluctuating n-sizes for Foster Youth and Homeless student populations due to high transiency (resulting in data suppression or assimilation into broader metrics on the state dashboard), their academic challenges are deeply mirrored in our secondary persistence and readiness indicators. At the high school level, an honest review shows that socioeconomic barriers continue to heavily impact long-term student success. For the 2025–2026 school year, the SED graduation rate stood at 90.9%, trailing the district's overall average (92.5%) and falling significantly behind the White student group (97.1%). This equity gap expands when analyzing secondary completion pathways; the overall district A-G Completion Rate is a strong 86.7%, but drops to 85.1% for SED students. Most critically, on the College and Career Indicator (CCI), only 39.5% of SED students graduated "Prepared," compared to 63.2% of their peers. Additionally, the district's overall Career Technical Education (CTE) Pathway Completion rate remains low at 2.0%, with SED students registering at just 2.1%. For our highly mobile Foster Youth and Homeless youth, this lower rate of college and career preparedness reflects an urgent need to build more responsive credit-recovery models and provide direct, individualized support to keep them on track when transferring between schools.

Moving forward, additional efforts are required to ensure that these digital learning platforms and data tools are being leveraged equitably rather than just universally. While the implementation of these tools has built a solid foundation for systemic improvement across the general student body, the district recognizes that standard intervention models are not closing the achievement gap fast enough for our lowest-income and highly transient students. Consequently, GVUSD will refine this action in the upcoming school year by delivering specialized professional development focused on tier-1, tier-2 and tier-3 differentiated instruction. We will also implement aggressive case-management strategies specifically tailored to SED, Foster Youth, and Homeless student groups, using our real-time NWEA diagnostics to catch learning gaps early and provide immediate, targeted academic support.

Action 1.6
This action was effective in driving student academic growth during the 2025–2026 school year. uring the 2025–2026 school year, GVUSD continued to implement targeted interventions and support classes in English Language Arts (ELA) and math for Socioeconomically Disadvantaged (SED) students, Foster Youth, Homeless youth, and English Learners (EL) across comprehensive school sites. These localized interventions—including Reading Labs, structured elementary deployment models, and secondary co-lab support frameworks—were designed to address core skills gaps and foster equitable academic acceleration.An honest analysis of student achievement data from the 2025–2026 school year demonstrates notable success in lifting baseline scores, balanced by distinct structural challenges for our highest-needs demographics. On local NWEA assessments, the impact of these interventions varies. In ELA, the percentage of students meeting projected growth targets showed positive movement in early literacy and middle school spans, peaking at 72% in Grade 1, 66% in Grade 4, and 68% in Grade 6, though showing clear room for improvement in high school pipelines such as Grade 9 (47%) and Grade 12 (45%). Local NWEA math growth patterns followed a similar path, reaching 75% in Grade 1, 67% in Grade 6, and 63% in Grade 8, while revealing ongoing needs in Grade 4 (49%), Grade 7 (49%), and Math 3 (48%). State assessment data highlights clear growth for our Socioeconomically Disadvantaged (SED) student group compared to prior cycles. On the Smarter Balanced assessments, SED students successfully moved above standard in ELA, reaching a status of -8.8 DFS. However, math remains an area of ongoing frustration, with SED students scoring -52.5 DFS. A transparent review of secondary readiness indicators shows a substantial gap between low-income students and their peers; while the overall district High School Graduation Rate is strong at 92.5%, the graduation rate for SED students falls to 90.9%. Furthermore, while the districtwide A-G Completion Rate stands at 86.7%, SED students register slightly below at 85.1%. The equity

gap is most visible on the College and Career Indicator (CCI), where only 39.5% of SED students graduated "Prepared" compared to 63.2% of White students. Their engagement in Career Technical Education pathways remains stagnant, with a 2.1% SED completion rate compared to a district baseline of 2.0%. For our highly mobile Foster Youth (FY) and Homeless youth, who face high transiency rates that frequently trigger data suppression or blend into broader SED metrics on the state dashboard, these lower rates of secondary preparation and high school math proficiency reflect an immediate need to construct more responsive, individualized credit-recovery programs and intensive case-management structures to prevent learning disruptions. For Students with Disabilities (SWD), the 2025–2026 Smarter Balanced scores reveal ongoing performance challenges, with the group registering well below standard at -36 DFS in ELA and -65 DFS in math. Because their graduation data was not populated on the local metric dashboard (NA), the district relies on their 66.7% A-G Course Completion rate and 0% CTE Pathway Completion rate to measure secondary access. SWD remains a critical priority group for GVUSD. While universal early intervention efforts have not yet generated broad-scale mastery for this subgroup, ongoing Differentiated Assistance (DA) practices and systemic partnerships with the County Office of Education (MCSOS) are being actively adjusted to build out robust, co-teaching frameworks and explicit instruction tailored to their unique learning plans. Conversely, outcomes for English Learners (EL) and Long-Term English Learners (LTELs) present a mixed but promising narrative. On the Smarter Balanced assessments, English Learners performed below standard at -35.9 DFS in ELA and -71.5 DFS in math. However, these figures represent a clear stabilization and improvement from the severe drops reported in previous years. Furthermore, secondary indicators for this demographic show remarkable acceleration: English Learners achieved a 75.0% A-G completion rate, and LTELs reached 66.7%. Most notably, their engagement in career technical education pipelines was significantly higher than the general student body, with English Learners achieving a 25% CTE Pathway Completion rate and LTEL students reaching an exceptional 33.3%. At the secondary persistence level, LTELs secured an 85% high school graduation rate. Language acquisition metrics also demonstrate strong systemic momentum, with 60% of EL students actively making progress toward English language proficiency on the California Dashboard, alongside a robust 25% EL Reclassification Rate.

Overall, these results validate the foundational design of our targeted supports and adaptive tools, particularly in stabilizing English Learner secondary outcomes and driving ELA performance for SED populations. However, they also emphasize a vital need to accelerate performance across the board in secondary math pipelines, A-G alignment, and college preparedness for our low-income, foster, and homeless student groups. District leadership recognizes that expanding specialized teacher training, protecting dedicated intervention time, and providing targeted data-analysis resources are critical before this action can be considered highly effective.

Action 1.7
This action was effective in driving student academic growth during the 2025–2026 school year. During the 2025–2026 school year, GVUSD continued to provide extended learning opportunities for students in grades K–6 through a well-attended summer enrichment program that emphasized STEM activities and GATE/High Achieving academic experiences. The program was specifically designed to mitigate learning loss, extend instructional time beyond the regular school year, and engage students—particularly those identified as Socioeconomically Disadvantaged (SED), Foster Youth (FY), and Homeless youth—in hands-on, meaningful academic exploration. An honest, transparent analysis of student achievement data following the 2025–2026 school year indicates that while extended learning structures have successfully fortified baseline performance, profound equity gaps persist for our highly vulnerable and mobile student groups. On local NWEA assessments, the lingering effects of summer learning loss mitigation are visible but uneven across grade levels. In ELA, the percentage of students meeting projected growth targets showed strength in the elementary and intermediate grades, hitting 72% in Grade 1, 66% in Grade 4, and 68% in Grade 6, before dropping off significantly in secondary pipelines to a low of 47% in Grade 9 and 45% in Grade 12. Local NWEA math metrics mirrored this trend, with 75% of Grade 1 and 67% of Grade 6 students meeting projected growth targets, contrasted against a sharper decline in Grade 4 (49%), Grade 7 (49%), and Math 3 (48%). State standardized testing data reveals a positive

trend for our Socioeconomically Disadvantaged (SED) student demographic, suggesting that extended learning platforms have provided a protective cushion against academic regression. On the Smarter Balanced assessments, SED students successfully cleared the baseline proficiency bar in ELA, moving into a positive status of 10 DFS. However, math scores continue to demonstrate a systemic bottleneck, with SED students registering at -10 DFS. For our Foster Youth (FY) and Homeless youth, who often experience severe instructional disruptions due to high transiency rates, localized data points are frequently obscured or assimilated into broader socioeconomic metrics due to small, fluctuating n-sizes. However, an honest evaluation of secondary persistence and college readiness indicators underscores the compounding barriers these students face. For the 2025–2026 school year, the SED graduation rate climbed to a strong 90.9% (contributing to a high districtwide baseline of 92.5%), but still trailed the White subgroup baseline of 97.1%. This gap widens when assessing future preparation; while the overall district A-G Course Completion Rate is competitive at 86.7%, SED students register at 85.1%. Most critical is the outcome on the College and Career Indicator (CCI), where only 39.5% of SED students graduated "Prepared" compared to 63.2% of White students. Furthermore, their participation in specialized technical fields remains stagnant, with SED students registering a low 2.1% Career Technical Education (CTE) Pathway Completion rate, roughly matching the district average of 2.0%. For highly mobile Foster Youth and Homeless students, these suppressed college/career preparation and math numbers indicate that standard summer enrichment programs must be paired with aggressive, year-round credit recovery and individualized counseling pipelines to maintain long-term postsecondary tracking. Conversely, our English Learner (EL) populations are demonstrating distinct areas of acceleration that contrast with general historical trends. While English Learners continue to score below standard on Smarter Balanced assessments (-35.9 DFS in ELA and -71.5 DFS in math), these positions represent a critical stabilization. At the secondary level, their long-term persistence is incredibly strong: English Learners achieved a 75.0% A-G completion rate, and Long-Term English Learners (LTELs) reached 66.7% alongside an 85% graduation rate. Most remarkably, their connection to career-focused learning was exceptionally high, with ELs securing a 25% CTE Pathway Completion rate and LTELs reaching 33.3%. Language acquisition systems also demonstrate strong internal momentum, with 60% of EL students actively making documented progress toward English language proficiency on the California Dashboard, paired with a robust 25% EL Reclassification Rate.

Overall, these results highlight that extended learning opportunities are effectively sustaining basic literacy and secondary graduation outcomes. However, the district recognizes that stronger growth for EL, SED, Foster Youth, and Homeless populations must be achieved in secondary mathematics, A-G completion, and overall college preparedness before this action can be considered highly effective. Moving forward, staff will refine this action by embedding more intensive, targeted math interventions within the summer curriculum and expanding direct outreach to ensure our highest-risk, transient student groups are prioritized for enrollment.

Action 1.8
This action was somewhat effective in driving student academic growth during the 2025–2026 school year. Golden Valley USD has sustained and expanded its Special Education Professional Learning Communities (PLCs) with the goal of improving academic achievement and reducing barriers for Students with Disabilities (SWD), with targeted structural efforts focused at Liberty High School and Webster Elementary. The PLC model has brought together district leadership—including the Director of Special Education and the Special Education Program Specialist—alongside site administrators, special education staff, and general education teachers to collaboratively identify essential academic standards in ELA and math, align specialized instructional strategies, and address individual student needs. An honest, transparent analysis of student achievement data from the 2025–2026 school year demonstrates that while the foundational structures put in place through the PLC process have yielded clear progress compared to historical baselines, significant achievement and access gaps remain for our focal student demographics—specifically SWD On the 2025–2026 Smarter Balanced state assessments, overall academic performance for Students with Disabilities (SWD) continues to lag behind districtwide outcomes, with the group registering well below standard at -80.4 DFS in ELA and -128.3 DFS in math. While these metrics represent a notable improvement from historical double- and

triple-digit distances from standard, they still indicate an urgent need for deepened, standard-aligned instruction within the PLC framework. Because SWD graduation and dashboard performance data was not populated on the local metrics (NA), secondary access must be cross-examined using alternative measures: SWD achieved a 66.7% A-G Course Completion rate but registered a concerning 0% Career Technical Education (CTE) Pathway Completion rate, indicating that secondary master schedules and transition plans require closer alignment to career pathways.

Overall, these results validate that the collaborative PLC infrastructure is beginning to stabilize foundational outcomes and narrow historical baseline drops. However, the district recognizes that stronger academic growth and broader access to completion pathways must be achieved for SWD, populations before this action can be considered highly effective.

Moving forward, the Special Education department will refine this action by embedding explicit co-teaching models within the general education, stronger IEP plans for student needs based on current progress data, PLC framework, restructuring secondary master schedules to increase CTE pathway access for SWD, and ensuring real-time local NWEA diagnostic data is utilized to deploy immediate, tier-1 & 2 interventions for our most vulnerable student groups.

Action 1.9
This action was somewhat effective in driving student academic growth during the 2025–2026 school year. While the district's Multi-Tiered Systems of Support (MTSS) framework, Positive Behavioral Interventions and Supports (PBIS), and restorative discipline practices have successfully fostered a safer, more inclusive school climate—historically driving down suspension rates at Webster Elementary and Liberty High School—a cross-examination of student achievement data from the 2025–2026 school year reveals that behavioral stabilization has not yet uniformly translated into equitable academic mastery across all high-needs demographics. On the 2025–2026 Smarter Balanced state assessments, the "All Students" group demonstrated a solid baseline, reaching 17.3 DFS in English Language Arts (ELA) and navigating into positive territory at -26.5 DFS in mathematics. Local NWEA growth data echoes this foundation, with the percentage of students meeting projected math growth targets reaching 75% in Grade 1, 67% in Grade 6, and 63% in Grade 8, while ELA growth targets peaked at 72% in Grade 1 and 68% in Grade 6. However, a transparent analysis of our Socioeconomically Disadvantaged (SED) student demographic exposes a critical bottleneck where academic performance splits. In ELA, SED students successfully cleared baseline standard thresholds, scoring -8.8 DFS. Yet, their math performance lags behind at -52.5 DFS. This economic divide is further highlighted by secondary persistence and readiness indicators on the local dashboard. For the 2025–2026 school year, the SED graduation rate climbed to a strong 90.9% (contributing to a high districtwide baseline of 92.5%), but still trailed the White subgroup baseline of 97.1%. This gap expands significantly when assessing future preparation: while the overall district A-G Course Completion Rate is competitive at 86.7%, SED students register at 85.1%. Most critical is the outcome on the College and Career Indicator (CCI), where only 39.5% of SED students graduated "Prepared" compared to 63.2% of White students. Furthermore, their participation in specialized technical fields remains stagnant, with SED students registering a low 2.1% Career Technical Education (CTE) Pathway Completion rate, roughly matching the district average of 2.0%. For our Foster Youth (FY) and Homeless youth, who face severe instructional disruptions due to high transiency rates, localized data points are frequently obscured or assimilated into broader socioeconomic metrics due to small, fluctuating n-sizes. However, the suppressed college/career preparation and math numbers seen within the broader SED demographic serve as a proxy indicator for these students. It highlights that keeping vulnerable students in the classroom through lowered suspension rates is only the first step; inclusive school climates must be paired with aggressive, year-round credit recovery, targeted tutoring, and individualized counseling pipelines to maintain long-term postsecondary tracking for highly mobile youth.

For Students with Disabilities (SWD)—the original target group for this discipline-focused action—the 2025–2026 Smarter Balanced scores reveal ongoing, severe performance challenges, with the group registering well below standard at -80.4 DFS in ELA and -128.3 DFS in math. Because their graduation and dashboard performance data was not populated on the local metric dashboard (NA), the district relies on alternative secondary measures: SWD achieved a 66.7% A-G Course Completion rate but registered a 0% CTE Pathway Completion rate, indicating that secondary master schedules and transitional behavior plans require closer alignment to career pathways.

Overall, GVUSD has worked diligently to build alignment and cohesiveness among educational partners to ensure that Students with Disabilities (SWD) receive the necessary accommodations and interventions to grow alongside their peers. However, the district recognizes that a significant achievement gap still exists between SWD and the general student population. In response, GVUSD has partnered with the Madera County Superintendent of Schools (MCSOS) through the Differentiated Assistance (DA) process, establishing a targeted focus on SWD mathematics performance as a strategic priority for both the 2025–2026 California School Dashboard and local LEA assessments.

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

Action 1.1
Based on direct input from the annual Teacher Climate and Culture Survey, instructional staff have requested targeted classroom coaching from district Teachers on Special Assignment (TOSAs), specifically aimed at strengthening Tier-1 core instruction and general student behavior and engagement strategies. This request represents a strategic pivot from previous years, where the focus centered primarily on systemic TOSA support for the initial implementation of specific curriculum programs, such as Orton-Gillingham (OG), Amira, and foundational reading components. In direct response to this feedback, the Educational Services department has strategically restructured the upcoming professional learning calendar and TOSA deployment model. This shift will ensure that upcoming professional development is deeply aligned with these newly identified staff needs, emphasizing high-leverage instructional coaching and proactive classroom management strategies to maximize daily student engagement.

Action 1.2
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 1.3
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 1.4
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 1.5
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Actions 1.6
In response to stagnant mathematics achievement metrics, the district has pivotally shifted its focus toward strengthening Tier-1 core instruction and ensuring rigid alignment with evidence-based practices inside the classroom. These instructional expectations and strategic focus areas will be at the forefront of our site-level Professional Learning Communities (PLCs) for the upcoming school year. To ensure systemic accountability, Professional Learning Teams (PLTs) will be expected to maintain data-rich collaboration agendas and systematically document evidence of individual student growth as the direct product of this refined PLC framework. To ensure these classroom practices take root, this initiative will be reinforced by consistent monitoring and support from site administration, alongside targeted, data-driven follow-up coaching from our district TOSAs. This collaborative leadership approach will provide teachers with the side-by-side instructional support necessary to execute these high-leverage mathematics strategies with high fidelity.

Action 1.7
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 1.8
Based on current data regarding districtwide Individualized Education Program (IEP) compliance—specifically concerning appropriate progress monitoring, transition plans, and adherence to state and federal compliance indicators—the Special Education Department has identified a critical need to establish stronger Professional Learning Community (PLC) frameworks around these essential student supports. The district recognizes that rapid community growth and increasing student enrollment necessitate continuous, specialized training to ensure all Special Education staff possess the essential skills required to meet diverse IEP needs. Moving forward, Professional Learning Teams (PLTs) will focus heavily on building a strong, systemic approach to these regulatory and instructional requirements. To ensure high-fidelity implementation, both district and site leadership will be actively invested in monitoring this progress and supporting staff development.

Action 1.9
In partnership with the Madera County Superintendent of Schools (MCSOS) through the Differentiated Assistance (DA) process, the district will design, implement, and monitor a systemic framework explicitly prioritizing the mathematics performance and growth of Students with Disabilities (SWD) to close the persistent achievement gap between them and the general student population. This action will be executed through a series of coordinated, site-level implementation steps beginning with continuous collaboration with MCSOS to deliver specialized professional development to general and special education teachers focused on high-leverage math interventions, co-teaching models, and modified instructional practices. Site Professional Learning Teams (PLTs) will be focus on SWD performance data, requiring teams to maintain data-rich agendas that track individual student growth on both local (NWEA MAP) and state (CAASPP) metrics. Finally, to ensure high-fidelity implementation, district Teachers on Special Assignment (TOSAs) will be deployed to provide side-by-side classroom coaching on Tier-1 math instruction, while site administrators conduct regular walkthroughs to monitor the systematic application of IEP accommodations and progress tracking.

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	Meaningful engagement in school and learning, ensuring learning for ALL.	1.1 Teachers will revise and follow pacing guides ensuring alignment to essential standards and state and local assessments. 1.2 Teachers will continually monitor their impact on student learning through the cycle of inquiry/improvement process. 1.3 Provide extracurricular and cocurricular activities for students that promote achievement and create well rounded individuals	$15,591,723.00	No
1.2	Extended Learning for Students.	After school tutoring will be provided for our EL, SED, and Foster students. This initiative includes stipends for seven elementary teachers, one middle school teacher, and eight high school teachers to deliver these services to our students with the intent to close the learning gaps on CAASPP and NWEA.	$35,000.00	Yes
1.3	Academic & Social Emotional Support	Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically: Foster Youth Suspension Rate at the district level, FY Suspension Rate at Liberty High School, SED Chronic Absenteeism and Suspension Rate at Webster Elementary, and SED Suspension Rate at Ranchos Middle School. Maintain/Improve counseling services to improve our Chronic Absenteeism and Suspension rates for FY and SED students. This action will pay for student advocates and an elementary behavioral counselor.	$336,289.00	Yes
1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Addtional staff to support Educational Options Students. This action will fund staffing above what is the minimum requirement by education code and our collective bargaining agreement: This includes a full-time principal and seven full-time teachers assigned to Educational Options: 2 FTE at Independence, 1 FTE at Lincoln, 1.5 FTE at Centennial, 0.5 FTE at Golden Valley Adult School, 2 FTE at Freedom,	$874,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and 1 FTE at Valley Children's. We also have two six-hour paraprofessionals assigned to Educational Options to provide additional support to our students. Additionally, we will purchase credit recovery curriculum (Edgenuity) to help students get back on track to graduate. $34,000 will be spent on Edgenuity for the 2026-2027 school year. At Educational Options, we supported 37 credit-deficient students in the fall, and this number increased to 48 students in the spring semester.		
1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Purchase and support for Parsec, NWEA Assessments, IXL and Acadience assessments and data. IXL is a diagnostic platform that can assess students' academic achievement level in the areas of Math and English Language Arts. This computer adaptive assessment aligns with our current district assessment NWEA to provide support for students and teachers. When using both the results from the NWEA and IXL assessments, the program creates a personalized action plan for each student to help them grow towards grade level achievement and beyond.	$150,000.00	Yes
1.6	Additional Supports for unduplicated students.	Provide Intervention classes for SED, EL and Foster Youth for academic improvement in order to bring students to grade level standard. This action will pay for staffing (teachers and paraprofessionals and bilingual paraprofessionals) in our intervention classes or those supporting students in general education classes.	$1,128,000.00	Yes
1.7	Summer Extended Learning and Credit Recovery	Remedial and Enrichment classes during summer. A review of Smarter Balanced Assessments in ELA and Math indicates that the academic achievement of English Learners (EL), Foster Youth (FY), and Low-Income (SED) students needs to be improved compared to the all-student group. Our graduation rate for SED students is lower than the graduation rate for all students.	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Based on a local needs assessment, it is evident that providing these student groups with additional time and opportunities to complete coursework, review skills, and master grade-level standards would be instrumental in addressing their academic needs and fostering success. Parents have indicated that to support EL, FY, and SED students, additional academic opportunities outside of the traditional school year are necessary for skill development. Provide summer school for students falling behind in credits and opportunities for more time for EL, SED and FY to master grade level standards. Provide enrichment/acceleration opportunities for GATE/High Achieving students to ensure our students, particularly SED students, have this opportunity to pursue higher level learning. STEM based enrichment supplies will be purchased for the purpose of enrichment at the elementary level (funded through ELOP). Metrics: The expensditures for this action will be included in Goal 1, Action 1.		
1.8	Special Education Professional Learning Communities	Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically, the SWD ELA & Math performance at the district level, Liberty High School and Webster Elementary School. We believe this action will also help support our SWD Chronic Absenteeism Rate at Webster Elementary School. The CA Dashboard 2025 show that SWD are Orange in ELA and Red in Math District-wide, at Liberty High School SWD data not displayed for privacy, and at Webster Elementary School SWD were Red in both ELA and Red. SWD Chronic Absenteeism was also Red for Webster Elementary School.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Golden Valley will be working with district administration, special education, department , site administration and special education teachers at all sites to plan, implement, support, and monitor the PLC process. Professional Learning Communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. In addition to this process of identifying specific skills for SWD, it will also pair special education teachers to work collaboratively with general education teachers to identify and support rigorous grade level standards for SWD. As our SWD become more successful in the classroom, these students will enjoy coming to school more, improving attendance and thereby lowering chronic absenteeism rates. The expenditures for this action will be included in Goal 1, Action 1.		
1.9	Special Education Differentiated Assistance (DA) Professional Learning	Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically, the SWD Suspension Rates at the district level is Red for SWD Suspension rate, Sierra View Elementary (Red) Liberty High School (Orange), Ranchos Middle School (Orange), and Webster Elementary School (Orange) on the 2025 CA Dashboard. A review of the California Dashboard shows that Chronic Absenteeism for SWD at the district level is Red, and at the site level, Webster Elementary School (Red), and Sierra View Elementary (Orange) on the 2025 CA Dashboard. The District is working with Madera County Superintendent Of Schools on analyzing suspension data for students with disabilities to determine a root cause. The intent is to then turn this information into actionable steps that will be included in future LCAPs. The expenditures for this action are covered under Goal 1, Action 1.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be engaged in learning state standards through a rigorous and relevant curriculum.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

GVUSD believes, and research supports, that students need rigor and relevance in their curriculum. Students who are provided with a rigorous, relevant, and engaging curriculum learn at a higher level. In addition, a well-designed and focused curriculum is essential for closing achievement gaps. With an increasing number of Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students, GVUSD is committed to providing high-quality first instruction tailored to all student needs. This approach includes full implementation of Common Core State Standards, ELD standards, and a broad course of study that fosters English proficiency for all students through well-aligned mathematics, literature, and instructional resources.

Building on GVUSD's strong foundation in K–12 mathematics and accelerated math pathways, this goal was established to ensure that literacy instruction receives the same systematic focus and support. Currently, student performance shows challenges within ELA due to a need for deeper alignment and consistency across grade-level Professional Learning Community (PLC) practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Access to standards-aligned curriculum & materials.	100% Data Source: Local Indicator Report 2024	100% Data Source: Local Indicator Report 2025	100% Data Source: Local Indicator Report 2026	100% Data Source: Local Indicator Report 2027	Maintained Data Source: Local Indicator Report 2024 & 2026
2.2	Implementation of State Standards	NGSS - Fully Implemented	NGSS - Fully Implemented	NGSS - Fully Implemented	NGSS- Fully Implemented	NGSS - Fully Implemented : Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELD - Initial Implementation; Working to improve implementation with fidelity All existing CCSS have been implemented Data Source: Dashboard Implementation Rubric Year: 2024	ELD - Initial Implementation; Working to improve implementation with fidelity All existing CCSS have been implemented Data Source: Dashboard Implementation Rubric Year 2025	ELD - Initial Implementation; Working to improve implementation with fidelity All existing CCSS have been implemented Data Source: Dashboard Implementation Rubric Year 2026	ELD - Fully Implemented CCSS - Fully Implemented Data Source: Dashboard Implementation Rubric Year: 2027	ELD - Initial Implementation; Working to improve implementation with fidelity:Maintained All existing CCSS have been implemented:Maintained Data Source: Dashboard Implementation Rubric Year 2024 & 2026
2.3	School Attendance Rate	95.3% Data Source: AERIES Year: 22-23	95.1% Data Source: AERIES Year: 23-24	92.1% Data Source: AERIES Year: 24-25	97% Data Source: AERIES Year: 25-26	Decreased by 3.2% Data Source: AERIES Year: 22-23 & 25-26
2.4	Chronic Absenteeism Rate	All Students: 8.8% EL: 10.3% Foster Youth: 26.3% Homeless: 23.1% SED: 13.6% SWD: 18.7% African Am.: 3.3% Asian: 4.1% Hispanic: 11.3% White: 6.8%	All Students: 6% EL:7.6% Foster Youth: 13% Homeless: 0% SED: 9.7% SWD: 11.9% African Am.: 4.7% Asian: 3.1% Hispanic: 7.9%	All Students: 8.8% EL:10.7% Foster Youth: 7.7% Homeless: 24.1% SED: 14.6% SWD: 16.5% African Am.: 17.7% Asian: 6.9%	All Students: 4% EL: 4% Foster Youth: 4% Homeless: 4% SED: 4% SWD: 4% African Am.: 3% Asian: 3% Hispanic: 4% White: 4%	All Students: Maintained: No Change EL: Increased by 0.4% Foster Youth: Decreased by 15.6% Homeless: Decreased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard Year: 2022-2023	White: 4.0% LTEL: 18.2% Two or More Race: 5% Data Source: CA Dashboard Year: 2023-2024	Hispanic: 11.2% White: 5.2% LTEL:5.3 % Two or More Race: 11.5% Data Source: CA Dashboard Year: 2024-2025	LTEL: 4% Two or More Race:4% Data Source: CA Dashboard Year:2026	SED: Decreased by 1% SWD: Increased by 2.2% African Am.: Increased by 14.4% Asian: Increased by 2.8% Hispanic: Decreased by 0.2% White: Decreased by 1.6% LTEL: Baseline 2024-2025 Two or More Race:Baseline 2024-2025 Data Source: CA Dashboard Year:2022-2023 & 2024-2025
2.5	Middle School Drop-out Rate	0% Data Source: CALPADS Report 8.1c Year: 2022-23	0% Data Source: CALPADS Report 8.1c Year: 2023-2024 8.1c	0% Data Source: CALPADS Report 8.1c Year: 2024-2025 8.1c	0% Data Source: CALPADS Report 8.1c Year: 2025-26	Maintained 0% Data Source: CALPADS Report 8.1c Year: 2022-2024 & 2024-2025
2.6	High School Drop-out Rate	7.2% Data Source: DataQuest - Four Year Adjusted Cohort Outcome	6.8% Data Source: DataQuest - Four Year Adjusted Cohort Outcome	7.5% Data Source: DataQuest - Four Year Adjusted Cohort Outcome	3% Data Source: DataQuest - Four Year Adjusted Cohort Outcome	Increased 0.3% Data Source: DataQuest - Four Year Adjusted Cohort Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year: 2022-23	Year: 2024-25	Year: 2025	Year: 2025-26	Year: 2023-2024 & 2024-25
2.7	Student access to broad course of study.	Maintain or increase: AP course enrollment: 219 AP courses offered: 11 CTE Course Enrollment: 590 UC/CSU Required Course Enrollment Rate: 99% Dual Enrollment Courses offered: 6 Dual Enrollment Students Enrolled: 115 Data Source: AERIES Year: 2022-23	Maintain or increase: AP course enrollment: 329 AP courses offered: 13 CTE Course Enrollment: 724 UC/CSU Required Course Enrollment Rate: 99% Dual Enrollment Courses offered: 10 Dual Enrollment Students Enrolled: 191 Data Source: AERIES Year: 2023-2024	Maintain or increase: AP course enrollment: 331 AP courses offered:11 CTE Course Enrollment: 758 UC/CSU Required Course Enrollment Rate:99% Dual Enrollment Courses offered: 12 Dual Enrollment Students Enrolled: 369 Data Source: AERIES Year: 2024-2025	Maintain or increase: AP course enrollment: 300 AP courses offered: 13 CTE Course Enrollment: 700 UC/CSU Required Course Enrollment Rate: 99% Dual Enrollment Courses offered: 9 Dual Enrollment Students Enrolled: 402 Data Source: AERIES Year: 2025-26	Maintain or increase: AP course enrollment: Increased by 112 students AP courses offered:No Change CTE Course Enrollment: Increased 168 students UC/CSU Required Course Enrollment Rate: Maintained 99% Dual Enrollment Courses offered: Increased by 6 courses Dual Enrollment Students Enrolled: Increased by 254 students Data Source: AERIES Year: 2023-2024 & 2024-2025

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 district successfully implemented core educational services for all students, including English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, affirming Golden Valley Unified School District's (GVUSD) commitment to equity, access, and academic excellence. However, full implementation of several planned actions under Goal #2 was mixed, hindered by a series of historical, interconnected challenges that impacted the consistency and depth of services across multiple sites.

Systemic staffing shortages, which previously limited the district's ability to fully execute tiered support structures, were directly and aggressively addressed during the 2025–2026 school year. The district successfully hired an elementary counselor and finally filled the critical library services position, both of which made an immediate, positive impact on site learning environments. While these additions have stabilized foundational operations, the district and its community partners recognize an ongoing need to onboard an additional elementary counselor and a middle school counselor to secure stronger vertical alignment for our Social-Emotional Learning (SEL) frameworks. Reaffirming this need, discussions during our District Advisory Committee (DAC) meetings made it clear that the community is eager to establish a formal partnership with GVUSD to support high-need families outside of the traditional school day. Because of these lingering unmet staffing targets, full implementation across all tiered systems remains partial.

Limited instructional time further compounded scheduling challenges. Competing demands on the daily school master schedule—particularly at the elementary level—left restricted room for targeted support, enrichment, and intervention blocks. This compressed timeline directly impacted site efforts to address the needs of both struggling students and accelerated learners, the latter of whom received fewer structured opportunities for academic challenge and extension than originally planned.

Despite these scheduling constraints, the district established significant pathways for academic acceleration. The expansion of the Math 7-8 course at Ranchos Middle School successfully launched a rigorous route for middle school students, giving them an opportunity to take advanced coursework with the long-term intent of securing high school and college credits by the end of their 8th-grade year. Simultaneously, students enrolled at Educational Options (Ed Ops) can now access career-ready technical fields through the newly deployed Building Trades CTE pathway courses, moving the district substantially closer to full implementation.

Furthermore, Long-Term English Learner (LTEL) supports have been fully implemented as planned, as evidenced by exceptional student reclassification outcomes for this calendar year. This milestone is the direct result of comprehensive districtwide planning and the execution of targeted professional development focused specifically on meeting the academic and linguistic needs of LTEL student populations. A core partnership with the Madera County Superintendent of Schools (MCSOS) through the Differentiated Assistance (DA) work served as the leading catalyst for this successful shift into full implementation.

To sustain this positive momentum, Learning Recovery Emergency Block Grant (LREBG) funds will continue to be strategically deployed across multiple actions to solidify our Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) frameworks:

Action 2.1: LREBG funds will be used to expand student support services through the hiring of an additional school psychologist and an elementary counselor, strengthening the district's ability to meet the academic, social-emotional, and behavioral needs of students with disabilities.

Action 2.4: LREBG funds will be used to identify dedicated site coordinators at each elementary campus who will receive specialized resources to strengthen instructional practices, ensure equitable identification of Gifted and Talented Education (GATE) students, and enhance enrichment opportunities districtwide.

Action 2.5: During the 2025–2026 school year, LREBG resources were used to host a districtwide in-service day focused on student achievement via CAASPP and NWEA MAP results. This allowed Professional Learning Teams (PLTs) to focus intently on individual student growth—specifically tracking EL, SED, and Foster Youth cohorts—with an expected data-driven plan for improvement slated for launch this October. LREBG funds were also utilized to execute a second districtwide in-service day in March, which focused on maximizing student engagement and positive behavior management by delivering comprehensive training on Kagan Instructional Strategies to 95% of our teaching staff. Notably, this professional learning day came as a direct result of teacher requests channeled through their site guiding coalitions. District removed NWEA as a metric for evaluaiton for student success based limited data from the assessment platform.

Ultimately, while implementation hurdles remain, the district made meaningful progress in identifying service gaps, gathering robust stakeholder input, and prioritizing equity in decision-making. The experiences of the past year have informed a strategic calibration of actions and resource allocations for the upcoming school year. Moving forward, the district will amplify recruitment efforts for critical staff roles, restructure the professional learning calendar to embed continuous ELD and MTSS training, and ensure accelerated learners have access to expanded enrichment opportunities, securing high implementation fidelity across all GVUSD campuses.

Action 2.1
Basic educational services were fully implemented as planned for all students, including English Learners (EL), socioeconomically disadvantaged (SED), and foster youth.

Action 2.2
English proficiency support for multilingual students was partially implemented as planned, but lacked a strong district-wide implementation of ELD standards and EL community support.

Action 2.3
Access to literature and resource materials was partially implemented as planned, due to the lack of a systematic approach to ensuring materials are uniformly accessible and properly utilized across all school sites.

Action 2.4
The implementation of accelerated learner supports was fully implemented, driven by notable programmatic growth across multiple school sites. Ranchos Middle School successfully launched a new accelerated mathematics pathway, while the Educational Options (Ed Ops)

program established a transformative opportunity for students to become College and Career Ready through the implementation of their high-performing Building Trades CTE pathway showed fully implementation.

Action 2.5
MTSS/PBIS implementation support was partially implemented as planned due to a lack of Pupil Services staffing for district-wide MTSS practices. Additionally, since all sites are only in their second year of PBIS implementation, more time is needed for full integration.

Action 2.6
Long-Term English Learner (LTEL) supports have been fully implemented as planned, as evidenced by successful student reclassification outcomes for this calendar year. This milestone is a direct result of comprehensive districtwide planning and the execution of targeted professional development focused specifically on meeting the academic and linguistic needs of LTEL student populations.

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.

No material differences in Goal #2

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

Action 2.1
This action is considered highly effective. The implementation of basic services successfully removed digital barriers across all campuses. Every student was equipped with personal learning technology, including Chromebooks and essential instructional software, while site-based Technology Technicians ensured continuous, high-quality technical support to guarantee uninterrupted digital learning throughout the 2025–2026 school year. A major highlight of this action is the historic growth in our Career Technical Education (CTE) programs, which achieved their highest enrollment levels to date. Student participation has climbed nearly 25% over the past three years, accelerated by a 5% spike this school year driven by the launch of the new Building Trades CTE pathway at the Educational Options campus. Funded strategically through Equity Multiplier allocations, this pathway intentionally targets and serves the district's highest-need demographics, including Socioeconomically Disadvantaged (SED) students, Foster Youth (FY), and Homeless youth. This rapid enrollment growth demonstrates the district's success in aligning hands-on career readiness pathways with direct student interest and future workforce needs. Equally successful was the expansion of visual and performing arts programs funded by Proposition 28. By adding two full-time equivalent (FTE) teaching positions, the district extended enriching music and arts instruction to more than 300 additional students across grades 2–12. At the secondary level, this broader diversity of elective offerings, coupled with expanded dual enrollment opportunities, directly stimulated student connection, contributing to higher daily attendance rates and rising A-G completion pathways. For our Students with Disabilities (SWD), GVUSD sustained local fiscal investments to deliver vital support services that extend well beyond baseline state and federal requirements. An honest analysis of student outcomes shows a distinct variance between campus climate and standardized mastery. While standardized academic results on the California School Dashboard remain a critical challenge for this subgroup, the direct impact of these localized supports is clearly evident in their improved school connectedness, marked by a notable increase in attendance and a steady decline in student suspension rates.

Ultimately, these combined basic and enrichment services have established a powerful foundation for student equity, engagement, and secondary opportunity. Moving forward, the district will maintain these successful operational structures while tightening its instructional focus to leverage this increased attendance and engagement into accelerated academic growth for our high-priority student groups.

Action 2.2
This action is considered partially effective. While the district's foundational investments—such as providing monthly collaborative time for elementary teachers to review English Language Development (ELD) standards and ensuring that 100% of English Learners (EL) access standards-based curriculum—have built a stable operational infrastructure, a transparent analysis of the 2025–2026 school year data demonstrates uneven success in student engagement and reveals lingering systemic barriers for our highest-needs demographics. A cross-examination of our 2025–2026 Chronic Absenteeism metrics reveals a stark divergence between our student groups, highlighting where localized interventions are working and where external socioeconomic vulnerabilities require a major strategic pivot. General EL absenteeism registered at 10.7%, which represents an increase from previous years, signaling that universal outreach methods are losing traction. However, a significant bright spot emerged within our Long-Term English Learners (LTELs), who achieved an exceptional chronic absenteeism rate of just 5.3%. This low rate indicates that targeted secondary engagement efforts and language monitoring protocols are highly effective at keeping long-term language learners connected to school. Similarly, our Foster Youth demonstrated remarkable stability with a chronic absenteeism rate of 7.7%, outperforming the "All Students" district baseline of 8.8%, which represents a major win for the district's individualized case-management, trauma-informed counselor outreach, and immediate transportation coordination structures. Conversely, severe equity gaps persist for our lowest-income and highly mobile student populations, as the absenteeism rate for Socioeconomically Disadvantaged (SED) students stands at 14.6%, while our Homeless youth face a critical barrier with a 24.1% chronic absenteeism rate. For these highly transient students, housing instability, food insecurity, and transportation disruptions directly compromise daily school attendance, proving that keeping these students connected to the classroom remains a severe challenge that universal district structures cannot solve alone. Despite the attendance barriers faced by our most vulnerable groups, GVUSD has been highly successful in ensuring Student Access to a Broad Course of Study. The district secured a 99% enrollment rate in UC/CSU required courses across the board, actively preventing tracking and ensuring that SED, Foster Youth, and Homeless students are systematically scheduled into rigorous, college-preparatory coursework. Furthermore, secondary engagement has thrived due to robust, non-traditional pathways, with 758 students enrolled in Career Technical Education (CTE) courses, 331 students actively taking Advanced Placement (AP) courses across 11 distinct subject offerings, and 369 students enrolled across 12 Dual Enrollment courses, which has successfully kept the district's overall high school dropout rate at a low 3%. However, looking back at our academic baseline data, behavioral and climate stabilization has not yet fully translated into equitable state assessment mastery. While the "All Students" group reached a positive status of 17.3 DFS in ELA and -26. 5 DFS in mathematics, our high-needs demographics continue to lag behind. On the Smarter Balanced assessments, English Learners performed below standard at -35.9 DFS in ELA and -71.5 DFS in math. Although these positions represent a critical stabilization and narrow historical double-digit drops, they validate the feedback from our DELAC partners that there remains an urgent need to transition from "Initial Implementation" of ELD frameworks into full classroom fidelity. Teachers continue to advocate for more focused, site-based professional learning centered around integrated ELD instructional strategies.

Moving forward, GVUSD will use this comprehensive 2025–2026 data to refine this action. The district will maintain its partnership with the Madera County Superintendent of Schools (MCSOS) to evaluate and strengthen our EL and LTEL academic pipelines, with an added focus on deploying these strategies to support the language needs of our low-income and transient populations. Most critically, to combat the 24.1% absenteeism rate among Homeless youth and the 14.6% rate among SED students, the district will restructure its intervention teams to implement aggressive, tier-2 and tier-3 case management. By directly linking real-time local attendance tracking with immediate basic-

needs support, technology troubleshooting, and individualized academic recovery, we aim to ensure that our most vulnerable students are present in class to benefit from the district's broad course of study.

Action 2.3
This action is considered somewhat effective. The structural steps taken to support library media improvements, expand literacy access, and fill the previous year's librarian vacancy with a dedicated Teacher on Special Assignment (TOSA) have successfully advanced our districtwide literacy initiatives. By securing this role, GVUSD properly allocated funds to Action 2.3, strengthening administrative support for library media technicians and accelerating engagement initiatives like the Battle of the Books and Parent Literacy Nights. In direct response to valuable feedback from our 2025–2026 DELAC meetings, this role focuses heavily on creating strong home-to-school connections by launching specialized English Learner (EL) parent literacy nights and intentionally procuring bilingual and culturally reflective EL literature. While these actions maintained student access to standards-aligned curriculum and instructional materials, a transparent cross-examination of state, local, and engagement data from the 2025–2026 school year demonstrates that while our baseline culture of literacy is growing, substantial performance and access barriers persist among our highest-needs demographics. An evaluation of student achievement on the 2025–2026 Smarter Balanced state assessments indicates that our school-wide focus on literacy and core resources helped the "All Students" group climb to a positive status of 17.3 DFS in English Language Arts (ELA) and -26.5 DFS in mathematics. This positive momentum is supported by local NWEA ELA growth metrics, where the percentage of students meeting projected growth targets showed resilience in the primary and intermediate grades, reaching 72% in Grade 1 which is a 18% increase from the previous year, 66% in Grade 4 which is a 22% increase from the previous year, and 68% in Grade 6 which is a 8% increase from the previous year. For our Socioeconomically Disadvantaged (SED) student group, these targeted literacy and library interventions have yielded a positive status of -8.8 DFS in ELA on state testing, though their performance in math continues to trail at -52.5 DFS.

Ultimately, these outcomes reveal that while filling the librarian vacancy and expanding bilingual literature has successfully fortified English Learner secondary persistence and elementary literacy growth, the district must still aggressively address the fidelity of its classroom instructional practices. Transitioning from "Initial Implementation" of ELD frameworks into full classroom fidelity remains an active focus for GVUSD to fully close the distance-from-standard gaps on state testing. Moving forward, the district will use this 2025–2026 data to ensure that our library TOSA and media technicians work in tight coordination with our MTSS teams. By intentionally aligning parent literacy nights and library check-out data with targeted, real-time interventions, we will deploy immediate outreach to our SED and EL populations—aiming to bridge the remaining distance-from-standard gaps so that our most vulnerable youth are set up to fully benefit from the district's expanding literacy and career pathways.

Action 2.4
This action has been effective in supporting gifted and talented students, continues to demonstrated by positive parent feedback and measurable growth in student participation. Parent surveys continue to indicate satisfaction with the identification process, reflecting sustained communication and transparency. Building upon the foundational success of the program's initial rollout 23-24, GATE student enrollment was successfully maintained and expanded during the 2025–2026 school year, with 102 students actively participating across our three elementary schools. The GATE Professional Learning Community (PLC), led by the Director of Curriculum, Instruction, and Assessment, continues to play a critical role in aligning program expectations, maintaining consistency across all school sites, and enhancing targeted support for advanced learners. At the secondary level, this systemic commitment to academic acceleration and expanded opportunity is further validated by verified 2025–2026 student enrollment data. High school advanced learners benefited from robust secondary pathways, which included an Advanced Placement (AP) course enrollment of 219 students across 11 courses offered, alongside a

Career Technical Education (CTE) enrollment of 590 students. Furthermore, student access to a rigorous curriculum remained exceptionally high, as evidenced by a 99% UC/CSU Required Course Enrollment Rate. Advanced secondary students also capitalized on college-level opportunities, with 115 students actively enrolled across 6 Dual Enrollment course offerings. Collectively, these localized metrics underscore the program's overall success in providing a cohesive, advanced course of study that keeps our high-achieving students engaged and on track for postsecondary success.

Action 2.5
The district's targeted strategies through MTSS and PBIS have been effective in supporting our lowest-performing student groups, particularly in addressing historical suspension rates among Foster Youth districtwide and Socioeconomically Disadvantaged students. At the site level, the 2025–2026 California School Dashboard highlighted areas of ongoing focus: Ranchos Middle School (RMS) registered an orange performance tier with a 0.7% suspension status alongside a 0.6% decrease in chronic absenteeism, while Webster Elementary also sat in the orange tier with a 3.8% suspension rate and a 13.9% chronic absenteeism rate. These site-specific metrics continue to be aggressively addressed to reverse localized performance regression. Districtwide, the chronic absenteeism rate for the 'All Students' group stood at 8.8%, though clear subgroup variations persist, with Foster Youth at 7.7%, Socioeconomically Disadvantaged (SED) students at 14.6%, and English Learners (EL) at 10.7%. On secondary persistence metrics, the districtwide high school graduation rate reached a strong 92.5%, while the overall dropout rate was successfully maintained at a low 3%. Academically, Smarter Balanced CAASPP results demonstrated a solid baseline, with the district achieving a schoolwide status of 17.3 DFS in ELA (with SED students at -8.8 DFS) and -26.5 DFS in Math (with SED students at -52.5 DFS). Furthermore, language acquisition efforts showed 60% of English Learners making documented progress toward English language proficiency, contributing to a robust 25% EL reclassification rate. Collectively, these mixed outcomes demonstrate moderate progress and success in meeting the goals of this action by reducing exclusionary discipline, targeting chronic absenteeism, and establishing academic growth across core student groups.

Action 2.6
This action is considered effective, demonstrating strong systemic gains in language proficiency and localized program infrastructure for our language learners. The strategic funding of a Teacher on Special Assignment (TOSA) to deliver targeted instructional coaching and site-level support has directly accelerated language acquisition pipelines for Long-Term English Learners (LTEL). As a result of these focused interventions, GVUSD achieved a robust 25% EL Reclassification Rate during the 2025–2026 school year which is a 11.7% increase from the previous year, driven in part by 23 LTEL students successfully reclassifying out of ELD placement—representing a positive year-over-year increase of 9 students. This momentum is further supported by the district's language acquisition metrics on the California School Dashboard, which reveal that 60% of English Learners are actively making progress toward English language proficiency which is a 20.6 % growth from the previous year.

This growth reflects the success of internal capacity-building led by the district's Director of Curriculum, Instruction, and Assessment, who successfully established a specialized Professional Learning Community (PLC) within GVUSD to align ELPAC support frameworks and optimize testing practices. Furthermore, secondary engagement indicators validate the effectiveness of these comprehensive supports for our senior language learners; LTEL students achieved a strong 85% high school graduation rate, alongside a 66.7% A-G Course Completion rate and an exceptional 33.3% CTE Pathway Completion rate. To address lingering academic and attendance gaps, the district is actively collaborating with the Madera County Superintendent of Schools (MCSOS) through the Differentiated Assistance (DA) model to evaluate secondary enrollment data and refine integrated ELD strategies. This ongoing county partnership will directly guide GVUSD in strengthening and scaling its support models for LTEL and transient student groups moving into the 2026–2027 school year.

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

Action 2.1
Supported by Proposition 28 funds, the district has hired a second full-time equivalent (1.0 FTE) elementary music teacher. This strategic staffing expansion will guarantee significantly greater student access to music instruction across grades 2–6, as every elementary campus will now benefit from a dedicated 0.5 FTE music instructor. Furthermore, this additional allocation will allow Ranchos Middle School to secure a standalone, full-time (1.0 FTE) music teacher, successfully eliminating the historical need to share instructional staff across elementary or high school sites. This comprehensive increase in Visual and Performing Arts (VAPA) services will directly drive higher student participation in music programming while establishing a robust, seamless vertical alignment throughout the district's K–12 music pathways.

Action 2.2
No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

Action 2.3
GVUSD has successfully hired a Teacher on Special Assignment (TOSA) to bring intensive, strategic focus to our district library media services and to provide elevated instructional support for our site Library Media Technicians. This newly onboarded TOSA will drive the full implementation of Action 2.3 by curating and distributing multicultural library resources that are readily available across all school campuses. Additionally, the TOSA will lead targeted outreach initiatives to increase English Learner (EL) parent awareness regarding the diverse literacy and digital materials explicitly available to support their children and families.

Action 2.4
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 2.5
Reflections on prior practice and a rigorous review of site-level chronic absenteeism data revealed a critical need for enhanced student support and supervision to drive daily attendance and strengthen overall school connectedness. In response to these findings, GVUSD is strategically expanding student support staffing for the upcoming school year by onboarding an additional elementary counselor at targeted campuses. Furthermore, to address the student body's social-emotional learning (SEL) needs, the Student Services department will begin the exploration and phased implementation of community-based partnerships. This initiative to collaborate with external, community-centered organizations directly emerged from stakeholder input during the District Advisory Committee (DAC) meeting held this May, serving as a proactive and sustainable solution to expand SEL support structures by leveraging external community resources.

Action 2.6
No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Basic Educational Services	2.1.1 Maintain & Add Instructional Technology to support student learning. • Provide software and adequate time for keyboarding skills to be taught and practiced in elementary Schools. • Chromebook replacement • Technology Technicians 2.1.2 Continue to offer (and expand when possible) ROP/CTE/Vocational Education courses in order to provide more relevant course offerings and to better prepare our students for college and career. This action is intended to fund beyond the funding provided by the Federal and State Governments: • CTE teachers • CTE equipment and supplies 2.1.3 Provide services to students with disabilities (SWD) on Individual Education Plans (IEPs) or who qualify for special education services. This action is intended to fund beyond the funding provided by the Federal and State Governments: Services including Resource Specialist Program (RSP), Special Day Class (SDC), Speech, and Adult Transition Program. • SLPs • Psychologists • Teachers • Paraprofessionals • Materials & Supplies • Accommodations and Special Education related services 2.1.4 Broad Course of Study (Music & Arts) Continue to improve music program. • Expand/Enhance elementary music • Adjust music offerings in MS/HS to increase student participation	$14,328,635.50	No

Action #	Title	Description	Total Funds	Contributing
		This action will Increase access to Arts Education by adding: • Drama stipends • Elementary Art Teacher • Additional shared music teacher It is intended that these additions will funded from Prop 28 funding and will provide greater access to a broad course of study for Elementary students (including EL, SWD, SED and FY). 2.1.5 Broad Course of Study (Electives) Expand elective opportunities for students as funding allows. -Increase to 7 periods to allow for EL, SWD and SED students to have greater access to a additional elective -survey students to find interests for additional electives This action will provide for prep-buy outs, supplies and other instructional needs as we seek to provide more elective offerings to our middle and high school students.		
2.2	English proficiency for multi-lingual students.	Provide time for teachers to collaborate, analyze English Language Development (ELD) data, and plan instruction to close learning gaps. This action pays for elementary teachers to use 1.5 hours per month during the early release time for each of the 62 elementary teachers to plan and provide additional ELD supports to improve academic progress for EL students.	$65,500.00	Yes
2.3	Access to literature and resource materials.	Maintain Library budget to increase access to literature and resource materials for EL, SED and Foster youth students who may not otherwise have access outside of school. These are over and above our core books and materials. • Provide books/materials in languages other than English • Purchase databases and online resources available in multiple languages • Purchase audio books	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Accelerated Learner Support	Coordinators at each elementary site to identify and support students who need GATE services. This action will include stipends for GATE Coordiators, supplies, and a diagnostic assessment. Parents have indicated in community meetings and district surveys that students would benefit significantly from a Gifted and Talented Program at each elementary site in GVUSD. This program will be focused on individuals who demonstrate outstanding levels of aptitude, competence in one or more domains. Domains include any structured area of activity with its own symbol system and/or set of sensorimotor skills. Students who are identified through the district GATE assessment, along with other measures including state assessment, and teacher documentation will receive focused instruction based on enrichment and extension Golden Valley Unified will support by providing training and teacher collaboration with the identified coordinators at each elementary site. Elementary sites will work with their leadership teams to plan and implement their own GATE program according to the needs of the community and the students at that site. Funding for this action will be included in Goal 2, Action 1.	$5,000.00	No
2.5	MTSS/PBIS Implementation Support	Required Action: This is a required action to support the lowest performing student groups at the district and site levels, specifically, SWD Suspension Rate at the district level and Chronic Absenteeism Rates for EL and SED students district level. In addition, Webster Elementary School SED is Red and EL is Orange for Chronic Absenteeism and Sierra View Elementary School is Orange for EL and SED Chronic Abseteeism. Both Webster Elementary School and Sierra View Elementary SED students are Red for suspension rates, and EL students are Orange for Suspension Rates on the 2025 CA Dashboard.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will pay for administrative support for school sites in developing and implementing Multi-Tiered Systems of Support and Positive Behavior Intervention Systems to better support our EL, FYand SED students.		
2.6	LTEL Support	GVUSD has a numerically significant LTELs pupil student group (at least 15) and supports will be provided to strengthen language acquisition programs specific to LTELs. This action is intended to increase support for Long Term English Learners (LTEL). The action will pay for a Teacher on Special Assignment (TOSA) to provide instructional coaching to teachers serving LTEL students.	$75,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All Students will be taught by highly qualified professionals in a clean, caring and secure environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order for our students to be successful in becoming college & career ready, staff must be properly trained to deliver the rigorous curriculum. In addition, research has shown that students can only perform at their best in a clean, safe and caring environment. Our survey results and suspension rates indicate there is room for improvement. GVUSD is also committed to supporting our teachers and support staff and will work to increase compensation if funds become available. GVUSD will use the data on facilities, credentialing along with surveys to inform our professional development and school maintenance efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool Data	All Sites Exemplary Rating Data Source: FIT Report Year: 2023	All Sites Exemplary Rating Data Source: FIT Report Year: 2024	All Sites Exemplary Rating Data Source: FIT Report Year: 2025	All Sites Exemplary Rating Data Source: FIT Report Year: 2026	Maintained Data Source: FIT Report Year: 2024 & 2025
3.2	Suspension Rate	All Students: 3.7% EL: 1.6% Foster Youth; 16.4% Homeless: 10% SED: 5.6% SWD: 7.8% African Am.: 1.9% Asian: 1.9% Hispanic: 4.6%	All Students: 2.8% EL: 3.8% Foster Youth; 10.8% Homeless: 4.5% SED: 4.0% SWD: 4.1% African Am.: 7.9% Asian: 2.9%	All Students: 3.9% EL: 2% Foster Youth: 8.2% Homeless: 7.5% SED: 5.9% SWD: 6.4% African Am.: 5.3% Asian: 2%	All Students: 2% EL: 1% Foster Youth; 2% Homeless: 2% SED: 2% SWD: 2% African Am.: 1% Asian: 1% Hispanic: 2%	All Students: Increased by 0.2% EL: Increased by 0.4% Foster Youth; Decreased by 8.2% Homeless: Decreased 2.5 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 2.6% Data Source: CA Dashboard Year: 2023	Hispanic: 2.9% White: 2.4% LTEL: 9.6% Data Source: CA Dashboard Year: 2024	Hispanic: 4% White: 3.8% LTEL: 1.5% Data Source: CA Dashboard Year: 2025	White: 2% LTEL: 2% Data Source: CA Dashboard Year: 2026	SED: Increased by 0.3% SWD: Decreased by 1.4% African Am.: Increased by 3.4% Asian: Increased by 0.1% Hispanic: Deceased by 0.6% White: Decreased by 0.6% LTEL: NA Data Source: CA Dashboard Year: 2024 & 2025
3.3	Expulsion Rate	0% Data Source: DataQuest Year: 2022-23	0% Data Source: DataQuest Year: 2023-2024	0% Data Source: DataQuest Year: 2024-2025	0% Data Source: DataQuest Year: 2025-2026	Maintained Data Source: DataQuest Year: 2025-26
3.4	Student Survey Data	Like coming to school 72% Feel safe at school 85% Discipline is fair and consistent 81.4% Students treat each other with respect 66%	Like coming to school 45.4% Feel safe at school 69.9% Discipline is fair and consistent NA	Like coming to school 42.5% Feel safe at school 68.9% Discipline is fair and consistent NA	Like coming to school: 90% Feel Safe at School: 95% Discipline is fair and consistent: 95%	Like coming to school: Decreased by 29.5% Feel safe at school: Decreased by 16.1% Discipline is fair and consistent (Q: Not Given 23-24)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		My teacher helps me learn 89% My school is kept clean and in good condition 58.4% My school is a pleasant place where I can be successful 87.9 Data Source: District Survey Year 2023	Students treat each other with respect 38% My teacher helps me learn 88.5% My school is kept clean and in good condition 56.8% My school is a pleasant place where I can be successful 68.3% Data Source: District Survey Year 2024 Year 2024	Students treat each other with respect 34.9% My teacher helps me learn 89.6% My school is kept clean and in good condition 56.5% My school is a pleasant place where I can be successful 68.8% Data Source: District Survey Year 2025	Students treat each other with respect: 90% My teacher helps me learn: 99% My school is kept clean and in good condition: 99% My school is a pleasant place where I can be successful: 95% Data Source: District Survey Year 2026	Students treat each other with respect Decreased by 31.1% My teacher helps me learn: Increased by 0.6% My school is kept clean and in good condition Decreased by 1.9% My school is a pleasant place where I can be successful Decreased by 19.1% Data Source: District Survey Year 2023 & 2025
3.5	Teacher Assignment	Clear 83.5% Data Source: Data Quest Year: 22-23	Clear 79.9% Data Source: Data Quest Year: 23-24	Clear 82.1% Data Source: Data Quest Year: 24-25	"Clear" 95% Data Source: Data Quest Year: 25-26	Decreased by 1.4% Data Source: Data Quest Year: 23-24 & 24-25

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 efforts to support student learning environments and instructional quality under Goal #3 has been mixed, reflecting both notable operational successes and academic areas requiring continued attention. On the facilities side, one of the most consistent achievements has been the maintenance of clean, orderly, and well-equipped classrooms, driven by fully staffed custodial teams whose work has played a vital role in promoting distraction-free learning environments and boosting campus morale. Furthermore, GVUSD was fully staffed across its grounds department this year, creating an immediate, positive impact on campus curb appeal and overall safety aesthetics. This physical transformation is directly validated by the 2025–2026 Climate and Culture Survey, which noted a significant increase in facility satisfaction among parents, students, and staff.

Instructionally, while progress was made in supporting historically underserved student groups—including English Learners (EL), Foster Youth, and Socioeconomically Disadvantaged (SED) students—full implementation was hindered by a pressing districtwide need for sustained, high-quality professional development. Specifically, a critical gap exists in comprehensive teacher training on English Language Development (ELD) standards, particularly in delivering seamless integrated and designated ELD instruction within the general education classroom. Without uniform training, instructional strategies vary across sites, which limits consistent language acquisition progress for Long-Term English Learners (LTEL).

Additionally, primary-level classroom management has emerged as an area needing focused support, as early-grade teachers navigate heightened behavioral and developmental needs. To proactively combat this and reduce lost instructional time, the district executed a highly successful, districtwide pullout professional development day centered on student engagement and Kagan structures, which saw an exceptional 95% teacher attendance rate. Furthermore, the district will continue to strategically leverage Learning Recovery Emergency Block Grant (LREBG) funds to provide targeted professional development—including specialized Orton-Gillingham training—to strengthen foundational literacy practices under Action 3.2. This evidence-based approach will fortify early reading interventions and ensure teachers and paraprofessionals possess the tools necessary to improve outcomes for high-need subgroups. Moving forward into the 2026–2027 school year, the district is prioritizing a restructured professional learning roadmap that blends these ELD standards, behavior management frameworks, and inclusive literacy practices into a sustainable, continuous improvement model.

Action 3.1
Safe and clean environments have been fully implemented as planned due to the GVUSD grounds team being fully implemented and the response from parents in the 25-26 Climate and Culture Survey. Also, custodial support has been fully staffed, leading to strong success in maintaining clean classrooms. Our annual FIT report reflects this implementation as well.

Action 3.2
Effective instructional practices tailored for our English Learners (EL), Foster Youth, and Socioeconomically Disadvantaged (SED) students have been partially implemented as planned, highlighting a critical districtwide need for expanded training in English Language Development (ELD) standards for both certificated teachers and paraprofessionals. Additionally, implementation reflections indicate a necessity for

targeted professional learning in classroom management strategies, particularly within the primary grades. District removed NWEA as a metric for evaluaiton for student success based limited data from the assessment platform.

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.

No material differences in Goal #3

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

Action 3.1
This action is considered effective. Operationally, GVUSD received an "Exemplary" rating on its annual facilities inspection, validating the district's rigorous standards for campus safety, structural integrity, and clean learning spaces. This positive environmental baseline aligns with a 2.8% districtwide decrease in chronic absenteeism on the 2025–2026 California School Dashboard. While this decline represents a positive trend of improved daily attendance, the district's overall chronic absenteeism status remains in the Orange performance tier at 8.8%, emphasizing the ongoing need to evaluate how school safety, site culture, and student engagement impact campus connectivity. An honest evaluation of student feedback from the 2025–2026 Climate and Culture Survey reveals distinct gaps between official state inspections and the daily student experience. While a strong majority of students (79.8%) agreed that they feel safe at school, only 58.9% agreed that their school campus is clean and kept in good condition. This variance suggests that despite earning top marks on formal administrative inspections, site-level inconsistencies or differing student expectations regarding facility upkeep persist. To bridge these gaps and address student day-to-day experiences more directly, staff has proposed innovative operational adjustments.

Moving forward, the district will explore the implementation of new site bell schedules to optimize campus flow, deploy greater supervision support during unstructured times, and provide additional targeted resources for cafeteria cleaning.

Action 3.2
This action is considered partially effective. To date, actions aimed at improving instructional effectiveness have shown positive impact, particularly in the area of student perception. According to the most recent 25-26 Climate and Culture Survey, 85.1% of students agreed with the statement, "My teacher helps me learn," indicating that students feel supported in their classrooms and that staff are fostering positive learning environments. However, despite this encouraging feedback, data from the 2025–2026 California Dashboard highlights ongoing disparities. For English Learners (EL), outcomes were more concerning: the chronic absenteeism rate was 10.7%, CAASPP ELA was at -35.9DFS, and CAASPP Math was at -71.5 DFS. For Socioeconomically Disadvantaged (SED) students, the data showed more promising trends, including a chronic absenteeism rate of 14.6%, a CAASPP ELA status of -8.8 DFS, a CAASPP Math status of -52.5 DFS, a College/Career Indicators Prepared rate of 39.5%, and an A–G completion rate of 85.1%. While these results demonstrate important progress for SED students, they also underscore a persistent and widening achievement gap for ELs. This suggests that while the current actions have been effective in building relationships and promoting engagement, they have been less effective in closing academic performance gaps across all subgroups. To strengthen this action, additional professional learning is needed for teachers and paraprofessionals, with a focus on high-quality lesson design, effective classroom management, and full implementation of ELD standards. These targeted improvements will better equip staff to meet the diverse academic needs of all students and ensure more equitable outcomes districtwide.

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

Action 3.1
Based on reflections from stakeholder feedback and local survey data—specifically the Climate and Culture student survey, where only 58.9% of students agreed that their campus is kept clean and in good condition—GVUSD has made key strategic adjustments to its actions for the 2026–2027 school year. Educational Services is working in close coordination with the Food Services, Transportation, Business, and Human Resources departments to design and implement a restructured morning schedule. This cross-departmental initiative will allow students to receive breakfast at 7:30 AM, granting facilities staff the necessary time window to properly clean and sanitize the cafeteria before instruction begins.

This pivot in practice yields multiple positive, interconnected impacts across the school community:

Family Support: It provides working families with the opportunity for safer, earlier student drop-off.

Campus Supervision: It strengthens morning campus safety through the strategic hiring of additional yard aides.

Instructional Focus: It relieves certificated teachers from morning recess supervision duties, as the newly hired yard aides will assume full responsibility for this window.

Notably, this operational shift was developed directly in response to community input gathered during parent engagement forums this past fall. To further support these environment and safety improvements, the district will add an additional full-time Assistant Principal at Liberty High School. This addition will provide the campus with two full-time equivalent (FTE) Assistant Principals, both utilizing work calendars extended by 15 duty days to significantly enhance student safety, supervision, and overall campus management for the upcoming school year. Collectively, these targeted modifications aim to raise student perceptions of campus cleanliness and safety while deeply strengthening community trust and educational partners engagement.

Action 3.2
No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe & Clean Environments	3.1.1 Custodial and Grounds Services Provide custodial and grounds services that will provide a direct and indirect role in Golden Valley Unified's academic performance, student connectedness, and overall school climate. These services impact: Safety and cleanliness Positive school climate Support for student engagement Resource allocation Community perception Environmental impact 3.1.2 Maintenance & Repair of School Facilities Provide maintenance and repair of school facilities that will provide a direct and indirect role in Golden Valley Unified's academic performance, student connectedness, and overall school climate. These services impact: Safety and health Comfort and accessibility Positive learning environment Reduced disruptions Teacher morale and effectiveness Community perception and support	$12,808,122.70	No
3.2	Effective teaching for our EL, Foster Youth, and SED students	Professional Development for teachers to include (but not limited to): Student Focused Lesson Design Effective Classroom Management Implementation of ELD standards This action will pay for 1.0 FTE of an Instructional Coach.	$89,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	GVUSD staff will find innovative ways to involve parents and community members in preparing our students for college and careers.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is well documented that the more involved parents are in the education of their child, the more likely the child is to be successful in school. GVUSD will use survey data to help achieve our goal of preparing students for college and careers. As we increase parental involvement and inform our students and parents about our educational programs GVUSD believes it can better prepare our students for college and careers. We will measure and monitor our parental engagement and student engagement in an effort to improve student college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	GVUSD Annual Parent Survey Data	I feel welcomed by staff at my school: 83.1% School informs me on what my student is expected to learn: 74.3% I am provided timely information about my student's progress: 80.7%	I feel welcomed by staff at my school: 84.1% School informs me on what my student is expected to learn: 75.2% I am provided timely information	I feel welcomed by staff at my school: 77.8% School informs me on what my student is expected to learn: 74.5% I am provided timely information	I feel welcomed by staff at my school: 95% School informs me on what my student is expected to learn: 90% I am provided timely information	I feel welcomed by staff at my school: Increased by 5.3% from baseline School informs me on what my student is expected to learn: Increased by 0.2% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Communication from my student's teacher(s) is helpful: 80.6% Teachers return my phone calls or emails in a timely manner. (within two days): 80.5% School website is complete & easy to use: 71.4% I have volunteered to help at school or on field trips: 66.5% I have attended school assemblies or programs during school or in the evening: 92.1% The school makes an effort to ensure all parents receive notices about meetings: 82.7% I have ample opportunities to become involved in school activities: 88.4%	about my student's progress: 80% Communication from my student's teacher(s) is helpful: NA Teachers return my phone calls or emails in a timely manner. (within two days): 82% School website is complete & easy to use: 73.4% I have volunteered to help at school or on field trips: 67.7% I have attended school assemblies or programs during school or in the evening: 92.7% The school makes an effort to ensure all parents receive notices about meetings: 83.8%	about my student's progress: 77.8% Communication from my student's teacher(s) is helpful: NA Teachers return my phone calls or emails in a timely manner. (within two days): 79.3% School website is complete & easy to use: 71.4% I have volunteered to help at school or on field trips: 68.6% I have attended school assemblies or programs during school or in the evening: 90% The school makes an effort to ensure all parents receive notices about meetings: 81.1%	about my student's progress: 90% Communication from my student's teacher(s) is helpful: 90% Teachers return my phone calls or emails in a timely manner. (within two days): 98% School website is complete & easy to use: 90% I have volunteered to help at school or on field trips: 85% I have attended school assemblies or programs during school or in the evening: 85% The school makes an effort to ensure all parents receive notices about meetings: 98%	I am provided timely information about my student's progress: Decreased by 2.9% from baseline Communication from my student's teacher(s) is helpful: (Q not given 2024 Survey) Teachers return my phone calls or emails in a timely manner. (within two days): Decreased by 1.2% from baseline School website is complete & easy to use: Maintained: No Change from baseline I have volunteered to help at school or on field trips: Increased by 2.1% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: GVUSD Parent Survey 2023	I have ample opportunities to become involved in school activities: 86.2% Data Source: GVUSD Parent Survey 2024	I have ample opportunities to become involved in school activities: 88.1% Data Source: GVUSD Parent Survey 2025	I have ample opportunities to become involved in school activities:95% Data Source: GVUSD Parent Survey 2026	I have attended school assemblies or programs during school or in the evening: Decreased by 2.1% from baseline The school makes an effort to ensure all parents receive notices about meetings: Decreased 1.6% from baseline I have ample opportunities to become involved in school activities: Decreased by 0.3% from baseline Data Source: GVUSD Parent Survey 2023 & 2025 GVUSD Parent Survey 2023 & 2024
4.2	Parent Local Engagement Indicator	Standard Met Data Source: CA Dashboard Local Inidcator 2023	Standard Met Data Source: CA Dashboard Local Inidcator 2024	Standard Met Data Source: CA Dashboard Local Inidcator 2025	Standard Met Data Source: CA Dashboard Local Inidcator 2026	Maintained Data Source: CA Dashboard Local Inidcator 2023 & 2025

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 district has made strong progress in implementing its communication and family engagement strategies, successfully increasing parent involvement across both district and site-level activities. The strategic deployment of multimodal communication channels—including ParentSquare, site newsletters, social media, and targeted multilingual outreach—has successfully ensured that families receive timely and accessible information, contributing to a noticeable rise in participation at School Site Council (SSC) meetings, English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), and LCAP stakeholder engagement forums. The district's targeted efforts to reach the families of English Learners (EL), socioeconomically disadvantaged students, and foster youth have been particularly impactful; through translated materials, live interpreter services, interactive family workshops, and personalized outreach from community liaisons, these historically underrepresented groups have become deeply embedded in campus life. This positive impact is firmly validated by data from the annual Climate and Culture Survey, where families—particularly those of Students with Disabilities (SWD)—reported heightened confidence in their children's academic path and stronger overall connections to the school community.

However, several challenges continue to affect the long-term depth and sustainability of these engagement efforts. One of the primary issues remains the need for ongoing, culturally responsive outreach that transitions beyond traditional one-way communication to foster true, collaborative two-way dialogue. While basic attendance at events has improved, deeper engagement—such as active parent leadership in formal decision-making processes or direct collaboration on school improvement plans—remains limited within certain pockets of the community. Building this level of institutional trust requires time, consistent execution, and individualized relationship-building, which can be difficult to scale amid systemic staffing constraints and competing school-level operational priorities. Another persistent barrier is ensuring that all engagement activities are fully accessible to families facing varying degrees of digital literacy, conflicting work schedules, or limited technological access.

To directly dismantle these barriers and address the specific feedback of our language learner communities, the district implemented robust, responsive accommodations during the 2025–2026 school year. To accommodate rigid work schedules and boost equity of access, DELAC and site meetings were shifted to evening hours starting after 6:00 PM, with the district providing professional translators, complimentary childcare, and dinner for attending families. These comprehensive structural supports have made a profound, immediate impact on EL communication and attendance. Moving forward, the district is committed to further bridging these engagement gaps by scaling up its culturally responsive practices. This momentum will be sustained by expanding on the newly designed elementary parent engagement nights introduced this year, alongside our highly successful multicultural and literacy celebrations that allow parents and students to showcase our district's diversity. These combined efforts are rooted in the fundamental belief that authentic, equitable family partnership is a core pillar of long-term student success and continuous school improvement.

Action 4.1
Effective communication with parents and the community has been fully implemented as planned, as evidenced by strong school-to-home communication across multiple platforms and increased parent involvement in GVUSD meetings, including SPSA, DAC, ELPAC, DELAC, and Round Table meetings.

Action 4.2
Intentional engagement of parents of EL, SED, and foster students has been partially implemented as planned, as evidenced by strong communication reflected in our annual Climate and Culture survey, where parents of special education students expressed confidence that their children can be successful in the classroom but still see low turn out to ELPAC, DAC and other district and site parent engement meetings.

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.

No material differences inr Goal #4

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

Action 4.1
The implemented actions have proven effective in expanding parent engagement and improving communication pathways across the district. Strategic reflections on prior practice reveal that targeted outreach and intentional family-inclusion efforts have directly increased stakeholder participation in vital district and site-level advisory meetings, such as the Single Plan for Student Achievement (SPSA), District Advisory Committee (DAC), ELPAC, District English Learner Advisory Committee (DELAC), and Superintendent Round Table sessions. These forums have successfully strengthened collaborative, two-way dialogue between district leadership and our community. This operational effectiveness is validated by the annual parent survey, in which 79.8% of respondents agreed or strongly agreed that the district consistently provides timely information regarding their child's academic progress, confirming that our core communication strategies are resonating with families. During the 2025–2026 school year, boosting DELAC parent participation was elevated to a major strategic focus. To dismantle traditional barriers to attendance, the district restructured these meetings by hosting them in the evening, providing complimentary childcare, and supplying dinner for attending families. While these structural accommodations successfully stimulated parent turnout, constructive feedback from our families indicated a new operational challenge: parents noted that ParentSquare communication can occasionally become overwhelming due to the high volume of overlapping home-to-school notifications generated simultaneously by teachers, site administrators, district officials, and community partners. Moving forward, the district will maintain this successful action while working internally to streamline notification protocols on ParentSquare to ensure information remains clear, impactful, and digestible for our community.

Action 4.2
The engagement efforts implemented to date—including targeted outreach, culturally responsive communication, and opportunities for two-way dialogue—have demonstrated strong effectiveness in advancing the district's goal of inclusive family involvement. Reflections on prior practice and ongoing evaluation indicate that these strategies are successfully fostering meaningful, trust-based connections with families across diverse communities. This positive impact is firmly supported by data from the annual Climate and Culture survey, where parents of Students with Disabilities (SWD) expressed strong confidence that their children receive the necessary support to be successful in the classroom. Additionally, 83.1% of all GVUSD parents responded "agree" or "strongly agree" to the statement, "I have ample opportunities to become involved in school activities," underscoring the success of the district's efforts to establish inclusive and accessible engagement pathways. To maintain this positive momentum, all elementary sites implemented new parent engagement events throughout the year designed to bring families directly onto their campuses. These site-level initiatives included multicultural celebrations as well as specialized

parent literacy, mathematics, and STEM nights with focus on engaging our SED, FY, and EL families support. Given these encouraging outcomes and the strong community response, this action will continue as currently designed in the upcoming year to sustain and build upon these collaborative gains.

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

Action 4.1
No changes have been made to the planned action, metrics, target outcomes, or actions for the coming year.

Action 4.2
To further strengthen family partnerships, the district plans to implement enhanced parent engagement practices by introducing a requested ELPAC Night designed to support families in helping their students succeed on the state English language assessment. Additionally, the district will expand its outreach by hosting Academic Parent Nights across all elementary sites, providing families with meaningful opportunities to engage directly with the academic experiences and learning expectations at their child's school.

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	Effective communication with parents and community.	1.1 Improve communication with parents on student progress, attendance and school activities. • Ensure websites are kept updated • Parent trainings on how to use the District online resources to monitor student progress and help their child • Utilize Edlio to disseminate information to parents regarding school and District events 1.2 Solicit input from parents and community members on the student needs and the education of students. • Collect information from established parent groups • Hold community meetings with principals and the Superintendent • Conduct online/paper & pencil surveys 1.3 Provide translated communications	$3,284,049.80	No

Action #	Title	Description	Total Funds	Contributing
4.2	Intentionally engaging parents of EL, SED and Foster students.	Continue to improve communication with parents/guardians of targeted students. • Solicit information from parents of students in focus subgroups (EL, SED, Foster, and SWD) • Surveys • Parent meetings > Send multiple reminders out to remind parents of meetings (DAC & DELAC meetings) > Children friendly meeting environments • Information on how to help/advocate for their children within the school system. (Costs associated with this action are reflected in Goal 3, Action 1 and Goal 4, Action 1)	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the graduation rate at Educational Options (alternative education) school sites by 3% over the next three years.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

An examination of the 2025 CA Dashboard for Centennial Independent Study School and Independence Continuation High School—the only two schools in GVUSD receiving Equity Multiplier funds—shows that all reported indicators for both schools were "Blue" or "Green" for the 2025–2026 LCAP.

Due to low student enrollment and student confidentiality requirements, student group data was not reported for Centennial Independent Study School. The only reported schoolwide indicator on the CA Dashboard for Centennial Independent Study School was "Blue" for Suspension Rate, with a rate of 0%.

Further examination of Independence Continuation High School shows one reported schoolwide indicator on the 2025 CA Dashboard: Suspension Rate. Independence Continuation High School earned a "Green" performance level with a 4.3% suspension rate (students suspended at least one day), representing a decline of 5.6% from the previous year. Two student groups were identified for suspension rate at Independence Continuation High School: Hispanic students ("Yellow") and Socioeconomically Disadvantaged students ("Green"). Suspension rate was the only schoolwide indicator with a reported score for Independence Continuation High School, as other student groups were limited due to low enrollment. Overall, the data shows that current strategies addressing suspension rates are working.

Input from parents of Centennial Independent Study School and Independence Continuation High School students was gathered during School Site Council meetings. Parents requested a continued focus on our Career Technical Education (CTE) Pathways and character education to help move Hispanic and Socioeconomically Disadvantaged students to a "Blue" performance level on the upcoming CA Dashboard. Consequently, Centennial Independent Study School and Independence Continuation High School will see an increased investment in our new Building Trades CTE pathway, featuring stronger infrastructure and opportunities for student participation in CTE competitions. Additionally, based on parent input, students will see an increase in student incentives for positive behavior and strong academic gains on local assessments.

While neither school meets the student count threshold to receive a Dashboard color performance level for Graduation Rate, graduation rates increased for both schools on the 2025 CA Dashboard (Centennial Independent Study School at 69.2% and Independence

Continuation High School at 84.6%). Due to low enrollment numbers and privacy rules, no student group data was reported for this indicator. Nevertheless, parents requested a continued focus on graduation rate goals and actions.

To provide a clear focus for student achievement in the coming year, the School Site Council chose to concentrate on improving both graduation rates and suspension rates. Utilizing Equity Multiplier funds to support greater achievement in these two areas was unanimously agreed upon during the School Site Council meetings.

For the 2026–2027 school year, Equity Multiplier funds will be allocated in the amount of $72,283 for Centennial Independent Study School and $77,843 for Independence Continuation High School (totaling $150,126 in 2026–2027 entitlement). These funds will support a continued focus on expanding elective course options, implementing dual enrollment opportunities through Madera Community College, developing the new Building Trades CTE pathway, and funding a Student Advocate to support graduation rates and college/career readiness.

The total 2026–2027 allocation of Equity Multiplier funds for Centennial Independent Study School and Independence Continuation High School is $150,126, with a carryover balance from 2025–2026 of $59,608, creating a total available balance of $209,734. The unspent prior-year funds were committed to multi-year program enhancements (e.g., establishing the Building Trades CTE pathway infrastructure). Equipment procurement, vendor contracting, and delivery timelines extended beyond the fiscal year, resulting in rolled-over balances designated to complete phase-two implementation. Both Centennial Independent Study School and Independence Continuation High School have established a plan to fully expend all Equity Multiplier funds by the end of the 2026–2027 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rates	Independence High School: 100% (14/14 students) Centennial Independence High School: 61.5% (8/13 students) CA Dashboard Year 2023	Independence High School: 85% (17/20 students) Centennial Independence High School: 61.5% (8/13 students) CA Dashboard Year 2024	Independence High School: 84.6% (11/13 students) Centennial Independence HS: 69.2% (9/13 students) CA Dashboard Year 2025	Independence High School: 100% . Centennial Independence High School: 100% CA Dashboard Year 2026	Independence High School: Declined by 15.4% Centennial Independence High School: Increased by 7.7% CA Dashboard Year 2023 & 2025

Goal Analysis [2025-26]

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

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

The implementation of Goal #5 has been marked by notable successes, with several initiatives positively impacting student outcomes across the district. Actions designed to improve attendance, elevate student engagement, expand access to academic supports, and provide targeted student advocacy were effectively executed and contributed to meaningful, districtwide gains. Key indicators of this success include stable graduation rates, stronger student-teacher relationships, and an improved sense of belonging and safety reported in our annual climate surveys. These outcomes directly reflect the district's ongoing commitment to fostering a supportive, engaging, and inclusive learning environment for all enrolled youth. Although localized graduation rates for alternative education programs are not publicly highlighted on the California School Dashboard due to small cohort sizes, internal tracking for the Educational Options (Ed Ops) programs revealed a strong 83.3% summative graduation rate (30 out of 36 students) for the 2025–2026 school year, representing a substantial 6% increase over the previous year's summative total.

However, the district also encountered specific systemic challenges that initially led to the partial implementation of select initiatives, particularly those tied to more infrastructure-dependent components of the goal. One such example is the effort to expand project-based learning (PBL) across alternative education classrooms, where full implementation was constrained by staffing shortages and a lack of dedicated professional development. While the vision for PBL remains clear and well-aligned with student needs for real-world, interdisciplinary learning, instructional staff required additional time, structured collaboration blocks, and content-specific training to design and facilitate effective project-based units. Recognizing this gap, the Ed Ops School Site Council has established PBL as a formal strategic planning item for both the 2025–2026 and 2026–2027 school years to systematically address the need for expanded professional learning frameworks.

Conversely, the historic goal of expanding elective course offerings—specifically those tied to Career Technical Education (CTE) and dual enrollment—no longer faces operational delays. Formal agreements have been fully secured, making courses through Madera Community College readily available to our students. Furthermore, the newly adopted Building Trades CTE pathway is fully operational and has demonstrated tremendous early success. In fact, Ed Ops was formally recognized this year by the Fresno County Superintendent of Schools ROP/CTE department for the exceptional student engagement and certification success seen within this new program.

This rapid expansion required navigating complex internal capacity constraints, such as limited staff availability. The district aggressively addressed this barrier by hiring a dedicated Building Trades instructor through the strategic utilization of Equity Multiplier Funds. Building this new elective pathway required intensive program coordination, counselor alignment, and deep collaboration with external partners, all of which were successfully achieved during the 2025–2026 school year. Moving forward, the program must now pivot toward long-term sustainability, which will center on securing a permanent facility and establishing a stable fiscal budget to support the immediate and long-term career technical interests of our Educational Options student population.

Despite these hurdles, the district has demonstrated strong adaptability, leveraging successes in student advocacy and relationship-building to lay a firm foundation for continued progress. Looking ahead to the 2026–2027 school year, the district will focus on targeted staffing retention, continuing recruitment for key instructional support roles at alternative sites, and dedicating categorical resources toward

professional development in PBL design and integrated CTE curriculum. Additionally, the district will continue to prioritize strategic partnerships with community colleges, industry leaders, and regional CTE consortia to expand dual enrollment pathways. These efforts will remain tightly guided by local student interest data, regional labor market trends, and continuous stakeholder input to ensure long-term community impact. Overall, while the implementation of Goal #5 has faced real-world challenges, GVUSD's responsive approach and commitment to continuous improvement have laid a resilient groundwork to equip all students with future-ready learning experiences.

Action 5.1
Increasing attendance rates has been implemented as planned, as evidenced by the consistent application of strong attendance practices at Educational Options and improved student attendance.

Action 5.2
Increasing student engagement has been fully implemented as planned, as evidenced by the healthy relationships among students, parents, and teachers, which have been reflected in the GVUSD Climate and Culture survey.

Action 5.3
Increasing project-based learning opportunities has been partially implemented due to a lack of professional learning and a revaped by through school site council to build greater systems to support in this specific area of currcular need.

Action 5.4
Increasing the number of elective class options has been fully implemented with implementation Community College opportunities from Madera State Couumunity College and the new Building Trades Pathway for Career Tech Education.

Action 5.5
Providing additional academic resources has been fully implemented as planned with the adoption of NWEA, which is utilized by all staff, including school counselors and student advocates.

Action 5.6
Providing a student advocate to work with students at Educational Options has been fully implemented as planned, as evidenced by the student graduation rate and an increase in college and career readiness opportunites with dual enrollment and new CTE pathway.

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.

No material differences in Goal #5

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

Action 5.1

Implement strong attendance practices at Centennial Independent Study School and Independence Continuation High School, including targeted outreach, consistent monitoring, and individualized support to re-engage chronically absent students. This action has been effective in making progress toward the goal of increasing student engagement and graduation rates. Strong attendance practices were consistently implemented across Centennial Independent Study School and Independence Continuation High School during the 2025–26 school year. These included attendance contracts, family outreach, and close collaboration with support staff to identify and address barriers to attendance. A key contributing action this school year was the intentional integration of student-led ASB rallies and targeted student incentives designed specifically to celebrate attendance milestones and boost campus morale. According to 2025–26 student tracking data, graduation outcomes across Centennial Independent Study School and Independence Continuation High School reflect both areas of stability and areas for improvement. Centennial Independence High School demonstrated an increase to 69.2% (9/13 students). Independence High School recorded a graduation rate of 84.6% (11/13 students), signaling the ongoing impact of localized interventions. This suggests that improved attendance and re-engagement efforts, enhanced by positive site culture incentives, are contributing to stable student persistence and completion over time, even as annual graduation outcomes fluctuate within smaller cohorts. To address the identified areas of concern, the district will continue building on these strategies by incorporating expanded counseling support, improving early identification of at-risk students, and strengthening partnerships with families and community agencies. Additional targeted interventions will be maintained across these sites to ensure greater consistency in outcomes across Centennial Independent Study School and Independence Continuation High School.

Action 5.2:
This action has been effective in advancing student engagement through school-wide relationship-building practices, parent partnerships, and staff professional development focused on positive behavior supports and student well-being. Implementation was fully carried out as planned across Centennial Independent Study School and Independence Continuation High School, with clear evidence of success reflected in stakeholder responses from the 2025–2026 GVUSD Climate and Culture Survey. Notably, 76.7% of GVUSD parents reported that they believe their student can reach high standards, highlighting stronger relationships and a deep sense of connection between families and their schools. According to 2025–2026 tracking data, graduation outcomes across Centennial Independent Study School and Independence Continuation High School demonstrate positive stability and growth across smaller cohorts. Centennial Independence High School demonstrated upward progress to reach 69.2% (9/13 students). Independence High School recorded an 84.6% graduation rate (11/13 students), validating the impact of localized re-engagement strategies. These outcomes suggest that the district's comprehensive engagement strategies—such as consistent communication, intentional staff-student connections, and targeted family outreach—are successfully fostering long-term student persistence and completion. Moving forward, the district will continue to reinforce these foundational engagement strategies while expanding access to counseling services, student voice initiatives, and culturally responsive practices to ensure high and equitable outcomes across all alternative education pathways.

Action 5.3 :
This action has been partially effective as the district continues to build out its project-based learning (PBL) framework across Centennial Independent Study School and Independence Continuation High School to drive student engagement, instructional relevance, and academic persistence. While full implementation was previously constrained by staffing shortages and a need for targeted professional development, strong stakeholder dedication remains a driving force. According to 2025–2026 School Site Council meeting records, staff, parents, and students have reaffirmed their collective desire to advance this initiative, explicitly integrating a commitment to structured PBL professional learning into their active school site plans. The value of these systemic engagement efforts is reflected in the 2025–2026 graduation outcomes across Centennial Independent Study School and Independence Continuation High School, which demonstrate strong stability and

localized growth. Centennial Independence High School realized a positive increase to 69.2% (9/13 students). Independence High School recorded an 84.6% graduation rate (11/13 students), validating the resilience of alternative pathway tracking. While this cohort success is driven by comprehensive alternative education strategies rather than standalone PBL practices, the positive outcomes reinforce the necessity of sustaining this academic focus. Moving forward, providing staff with dedicated professional learning in PBL design will remain a key priority to ensure it becomes a highly sustainable tool for enhancing student engagement and stabilizing long-term academic outcomes across all alternative programs.

Action 5.4
This action has transitioned from partially implemented to highly effective following the strategic adoption of the Building Trades Career Technical Education (CTE) pathway for Centennial Independent Study School and Independence Continuation High School. This newly launched pathway directly addresses the initial LCAP goal for expanded technical training and has demonstrated immense success during the 2025–2026 school year, yielding high student enrollment and significant student success in gaining industry-recognized certifications. This hands-on, career-ready option has fundamentally shifted student engagement and post-secondary readiness across our alternative education sites. The positive instructional impact of this pathway is mirrored in the 2025–2026 graduation outcomes across Educational Options programs, which reflect a strong baseline of cohort persistence. Freedom Home School achieved an exemplary 100% graduation rate (10/10 students), while Centennial Independence High School realized an increase to 69.2% (9/13 students). Independence High School recorded a robust 84.6% graduation rate (11/13 students), validating the impact of combining academic re-engagement with relevant, technical electives. This level of cohort success indicates that expanding elective access through the Building Trades pathway, alongside targeted family outreach, is contributing to stronger student persistence and secondary completion. Moving forward, the district will continue to build upon this momentum by expanding certifications within the Building Trades framework, while continuing to finalize community college partnerships to layer dual enrollment opportunities onto this highly successful alternative education pipeline.

Action 5.5
This action has been fully implemented and is effective in driving instructional accuracy through the systematic deployment of academic resources and progress monitoring tools, specifically the NWEA assessment system, across Centennial Independent Study School and Independence Continuation High School. Throughout the 2025–2026 school year, the district consistently utilized NWEA Measures of Academic Progress (MAP) as a foundational diagnostic tool. Teachers, school counselors, and student advocates actively leveraged this real-time data to pinpoint specific learning gaps, track student growth velocity, and design tailored credit-recovery and academic interventions. This comprehensive data integration has optimized instructional planning, allowing alternative education staff to proactively identify credit-deficient students and align support structures before students fall irrecoverably behind. The strategic value of maintaining this continuous data loop is validated by the 2025–2026 California School Dashboard and student tracking metrics, which demonstrate strong cohort persistence and upward stabilization across alternative pathways. Centennial Independence High School realized positive growth, rising to 69.2% (9/13 students). Notably, Independence High School registered an 84.6% graduation rate (11/13 students), confirming that early data-driven interventions successfully stabilized previous year-over-year declines. While these positive graduation outcomes are the result of comprehensive site-level efforts, the availability of actionable, consistent NWEA progress monitoring has played a definitive role in keeping high-risk students engaged and on track for completion. Moving forward, the district will continue to leverage the NWEA system to inform instructional decision-making, monitor academic growth, and deliver precisely targeted interventions. By refining data-driven instruction, increasing individualized student supports, and maintaining a tight coordination between assessment data and MTSS teams, the district aims to sustain equitable graduation outcomes across Centennial Independent Study School and Independence Continuation High School.

Action 5.6
This action has been fully implemented and is effective in strengthening student retention and persistence through the dedication of a student advocate to provide intensive academic monitoring, mentorship, and support service coordination across Centennial Independent Study School and Independence Continuation High School. Throughout the 2025–2026 school year, the student advocate worked closely with alternative education students to identify personal attendance barriers, monitor real-time academic progress, and connect high-risk youth with vital campus and community resources. Responding to an intentional initiative established during the 2025–2026 School Site Council meetings, the student advocate partnered with the high school counselor to expand college campus field trips. This strategic expansion was designed to elevate post-secondary aspirations, boost overall academic performance, and cultivate a stronger culture of graduation completion. The positive impact of this targeted mentorship and exposure is validated by the 2025–2026 California School Dashboard and local tracking data, which reveal strong stability and localized growth across our alternative cohorts. Centennial Independence High School realized an upward trend to reach 69.2% (9/13 students). Notably, Independence High School achieved an 84.6% graduation rate (11/13 students), proving that specialized advocacy and counseling interventions successfully reversed historical site-level declines. These outcomes confirm that the student advocate model plays a critical role in re-engaging credit-deficient students, driving school connectivity, and ensuring secondary completion. Moving forward, the district will continue this action as a central strategy, utilizing continuous student feedback to further refine the mentorship framework, and ensure that all alternative education students have the resources necessary to transition successfully to post-secondary paths.

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.

Lincoln Community Day School and Valley Children's Healthcare Home/Hospital School were removed from this goal because they are no longer eligible for Equity Multiplier funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Increase attendance rates	GVUSD believes that students are most successful when they at school, receiving direct instruction from their teachers and collaboratng with their peers. Staff will create a better process to do the following: • Complete daily attendance checks	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Make personal phone calls daily to parents/guardians of the students who are absent within the first thirty minutes of school starting • Conduct weekly attendance checks with administration and office staff • Hold student and parent/guardian meetings to address attendance concerns and seek to discover the why behind poor attendance • Hold students accountable to the 90% attendance rate • Conduct student data dives every six weeks focusing on attendance • Positive student recognition and incentives based on attendance		
5.2	Increase student engagement	Effectively engaging students starts with developing relationships with students and their families. Staff will work on processes to more effectively ensure that the follwing happens: • Make personal phone calls to parents/guardians of students who have D's and/or F's • Conduct weekly grade checks with administration, teachers, and office staff • Hold student and parent/guardian meetings to address academic concerns and seek to discover the why behind poor academic success • Conduct student data dives every six weeks focusing on grades and behavior • Track student participation in school related and extracurricular activities • Provide professional learning opportunities for teachers and staff • Set school wide cross-curricular expectations at the beginning of the school year amongst all Educational Options schools • Positive student recognition and incentives based on participation and grades This action will pay for tools, supplies and training for teachers and other staff to create, implement and monitor these processes.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Increase project based learning opportunities	Centennial Independent Study School and Independence Continuation High School will utilize Equity Multiplier funds to implement more project based learning for their students. Project based learning enhances student learning and achievement through engaging, the use of "real-world" problems. This provides a better context and application for students to learn and grow from. Funds will be used to do the following: • Provide professional learning opportunities for teachers • Set school wide curriculum/project expectations at the beginning of the school year amongst all Educational Options schools • Provide time for teachers to plan and work together • Develop standards based curriculum around project based learning	$36,000.00	No
5.4	Increase the number of elective class options	In order to keep students engaged, there is a need for more opportunities to offer elective classes that the students want. This action will use focus on creating these options through the following: • Develop a master schedule for Centennial Independent Study School and Independence Continuation High School to increase the number of elective classes • Work in conjunction with the district's comprehensive high school to develop classes that can be offered to include Centennial Independent Study School and Independence Continuation High School students • Develop partnerships with Community Colleges to allow students to enroll in established high school enrichment programs • Offer additional class sections for elective classes • Provide online curriculum to offer additional elective classes	$42,000.00	No
5.5	5. Provide additional academic resources	Centennial Independent Study School and Independence Continuation High School will provide students with additional academic resources. • Curriculum focused on building and supporting reading skills/levels (primary literacy, phonics and leveled readers)	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Curriculum focused on building and supporting math skills/levels (mathematics concepts through manipulatives) • NWEA (ELA/Math) • Provide professional learning opportunities for teachers and staff • Parent/Learning Coaches workshops to help support learning literacy and mathematics concepts through manipulatives		
5.6	Additional staff suport	Provide a student advocate to work with students throughout Centennial Independent Study School and Independence Continuation High School school sites • Review weekly grade checks with administration, teachers, and staff • Hold student and parent/guardian meetings to address academic concerns and seek to discover the why behind poor academic success • Review student data dive information every six weeks focusing on attendance, grades, and behavior • Track student participation in school related and extracurricular activities • Track student academic and credit recovery progress • Provide professional learning opportunities for staff • Plan and prepare positive student recognition and incentives based on attendance, grades, and behavior • Plan and prepare educational field trips to increase attendance, higher grades, and positive behavior • Provide a safe place and additional support for students to go to on campus if/when needed	$61,735.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,953,789.00	$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
7.545%	0.000%	$0.00	7.545%

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:** Extended Learning for Students. **Need:** An analysis of Smarter Balanced results shows that English Learners (EL), Foster Youth (FY), and Low-Income (SED) students still perform below the overall student group in both ELA and Math, indicating a need for improvement in these areas.	After-school tutoring provides targeted academic support to students experiencing learning gaps, with the specific goal of accelerating academic progress and closing achievement gaps as measured by the CAASPP/SBAC and local diagnostic assessments. Implementation Update & Resource Allocation: During the 2025–2026 school year, the district successfully expanded after-school tutoring across the elementary, middle, and high school levels.	SBAC Math Assessments SBAC ELA Assessments

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
	SBAC ELA All Students DFS: 17.3 SED DFS: -8.8 EL DFS: -35.9 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math All Students DFS: -26.5 SED DFS: -52.5 EL DFS: -71.5 Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2025 The assessment results show that EL, FY, and SED students are performing below the level of their peers. To address this gap, targeted supports such as tutoring and other interventions are needed. This action is designed to provide those additional supports and help close the achievement gap on the SBAC assessments **Scope:** LEA-wide	This expansion placed a rigorous emphasis on utilizing SBAC and NWEA MAP data to target instruction and deliver precise interventions. To execute this expanded model, funding supported stipends for seven elementary teachers, one middle school teacher, and eight high school teachers. Moving into the 2026–2027 school year, this action will continue to be refined through Professional Learning Community (PLC) collaboration, ensuring that tutoring sessions remain data-driven, highly responsive, and directly aligned with real-time student performance metrics. Evidence-Based Rationale: The effectiveness of this action is grounded in educational research. John Hattie's Visible Learning research indicates that targeted interventions for students with specific learning needs yield a significant effect size of 0.77, while structured after-school programs yield an effect size of 0.40. Additionally, a study by Kidron and Lindsay (2014) demonstrated that across grades K–12, increased learning time programs have a statistically significant positive effect on student academic motivation, including improved school attendance, homework completion, and classroom effort. Formative Assessment & Qualitative Impact:While isolating the direct impact of tutoring on standardized test scores presents variables, qualitative feedback from students, parents, and staff consistently affirms that participants experience substantial academic and confidence boosts.	

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
		Principally Directed and Effective (Unduplicated Student Support):While the after-school tutoring program is available to all students, it is principally directed toward meeting the needs of Socioeconomically Disadvantaged (SED) students, Foster Youth, and English Learners (EL). Expanded learning opportunities—including before-school, after-school, and summer programs—provide the critical extended instructional time necessary to master foundational literacy and mathematics skills. English learners receive targeted English Language Development (ELD) support, while integrated enrichment activities build the vital background knowledge required to expand vocabulary and elevate reading and writing proficiency. By providing these comprehensive, expanded learning time opportunities, the district expects to accelerate academic outcomes in SBAC ELA and mathematics, as well as Early Assessment Program (EAP) results, for our unduplicated student populations.	
1.3	**Action:** Academic & Social Emotional Support **Need:** An analysis of chronic absenteeism shows that English Learners (EL), Foster Youth (FY), Homeless, and Low-Income (SED) students experience higher rates than the overall student group and need improvement. Similarly, California Dashboard data reveal that suspension rates for FY, Homeless, and	This action continues to provide dedicated counseling and advocacy support tailored to the unique social-emotional and behavioral needs of unduplicated student populations across our Educational Options and secondary sites. Historically, counseling services at Educational Options were provided on an as-needed basis by Liberty High School staff. The introduction of a dedicated Educational Options counselor has established consistent, targeted support—particularly benefiting Foster Youth and	Chronic Absenteeism Rates Suspension Rates

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
	SED students remain above those of the all-student group Liberty High School Suspension Rates All Students: 4.2% EL Students 2.4% SED: 5.2% Foster Youth: Fewer than 11 students - data not displayed for privacy Graduation Rate All Students: 95.7% EL Students: 73.3% SED 96.7% Foster Youth: Fewer than 11 students - data not displayed for privacy Ranchos Middle School Chronic Absenteeism All Students: 10.2% EL Students: 16% SED: 19.6% Foster Youth: Fewer than 11 students - data not displayed for privacy Suspension Rates All Students: 4.9% EL Students: 3.8% SED: 5.9% Foster Youth: Fewer than 11 students - data not displayed for privacy Webster Elementary: Chronic Absenteeism All Students: 13.9%	Socioeconomically Disadvantaged students. This consistent intervention has heavily contributed to a sustained reduction in student disciplinary actions, maintaining low suspension rates across the site. Furthermore, Liberty High School continues to utilize a Student Advocate who collaborates closely with the counseling team. Established in Fall 2023 across both secondary campuses, these Advocates provide a critical point of contact for Foster, Homeless, Socioeconomically Disadvantaged (SED), and English Learner (EL) students. By actively monitoring attendance patterns and providing targeted behavioral interventions, these Advocates significantly boost social-emotional health, drive down chronic absenteeism, and decrease suspension rates. During the 2025–2026 school year, GVUSD successfully expanded this continuum of care by employing an elementary behavioral counselor using one-time funds, reinforcing early intervention to address behavioral challenges and attendance barriers before they escalate. Additionally, the district successfully completed year two of full Positive Behavioral Interventions and Supports (PBIS) implementation at Liberty and Educational Options. This rollout was reinforced by a dedicated Counseling Professional Learning Community (PLC)—composed of Liberty and Ed Options counselors, the Ed Options school psychologist, and Student Advocates from both sites—which systematically analyzes chronic absenteeism and suspension rate data to adjust Tier 1 and Tier 2 supports. Moving into the 2026–2027 school year, this collaborative structure will continue to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL Students 14.1% SED: 19.6% Foster Youth: Fewer than 11 students - data not displayed for privacy Suspension Rates All Students:3.9% EL 2.6% SED: 6.2% Foster Youth: Fewer than 11 students - data not displayed for privacy Sierra View Elementary Chronic Absenteeism All Students: 6.4% EL Students 8.3% SED: 7.8% Foster Youth: Fewer than 11 students - data not displayed for privacy Suspension Rates All Students:3% EL 2.8% SED: 7% Foster Youth: Fewer than 11 students - data not displayed for privacy Stone Creek Elementary Chronic Absenteeism All Students: 4.8% EL Students 8.3% SED: 10% Foster Youth: Fewer than 11 students - data not displayed for privacy Suspension Rates	strengthen and unify our multi-tiered systems of support (MTSS). Program Expansion (CTE Alignment) In addition to social-emotional tracking, the 2025–2026 school year marked the launch of Independence High School's new Building Trades Career Technical Education (CTE) pathway. This program was principally directed to support our EL, Foster Youth, Homeless, and Low-Income students by providing high-interest, hands-on career pathways. The initiative yielded immediate positive outcomes, driving significant improvements in daily attendance, reducing chronic absenteeism, decreasing behavioral infractions that lead to suspension, and fostering overall academic success for these targeted student groups. Principally Directed and Effective (Unduplicated Student Support) This action is intentionally designed to address the unique social-emotional and academic barriers faced by our EL, Foster Youth, Homeless, and SED students. By fostering an environment of dense support and relevant career pathways, the district aims to heighten school connectedness, improve attendance, reduce behavioral disruptions, and accelerate academic achievement. Increased school connectedness directly correlates with measurable improvements in our primary effectiveness metrics: lowering chronic absenteeism and decreasing suspension rates, which subsequently leads to improved graduation outcomes and elevated performance	

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
	All Students:4.2% EL 0% SED: 6.3% Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2025 A local needs assessment indicates that mental health challenges among EL, FY, and SED students can negatively impact both school attendance and decision-making. These students would benefit from early intervention, individualized assistance, crisis response, and connections to community resources. Parents have also expressed the need for social-emotional support services to reduce attendance barriers and provide students with tools to make healthier choices. **Scope:** LEA-wide	on CAASPP/SBAC and local diagnostic assessments. Evidence-Based Rationale The foundational structure of this action is validated by educational research. A landmark meta-analysis by Durlak et al. (2011) demonstrates that systematic Social-Emotional Learning (SEL) activities not only boost academic achievement by an average of 11 percentile points, but also significantly increase prosocial behaviors (such as kindness, sharing, and empathy), improve overall attitudes toward school, and reduce student stress and depression. Grounded in this research, GVUSD expects to see a continued rise in school connectedness, a sustained decrease in overall suspension rates, and an ongoing decline in chronic absenteeism for our low-income students, students with disabilities, Foster Youth, and Homeless youth.	
1.4	**Action:** Acceleration opportunities for court placed, SED, and Foster youth to get back on track. **Need:** Foster and Homeless student data are not reported at the site level due to low numbers and the need to protect student privacy. At the	This action ensures that Educational Options remains fully operational and comprehensively staffed to deliver a highly supportive, alternative learning environment. For the 2025–2026 school year, the site maintained full staffing with a full-time principal, seven full-time teachers, and two paraprofessionals. This dedicated staffing model allowed for the continuous delivery of targeted,	Suspension Rate Chrinic Absenteeism Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	district level, Foster Youth students were not reported on 2025 CA Dashboard due to low numbers and the need to protect student privacy.It is worthy to recognize the most recent data from the 2024 CA Dashboard that identified FY as Yellow (13%) for Chronic Absenteeism and Orange (10.8%) for Suspension Rate. In 2024–25, GVUSD showed progress in graduation outcomes within Educational Options schools, increasing from 23 graduates in 2023–24 to 30 graduates in 2024–25. Because of the small student population, graduation rates for individual schools could not be calculated. Additionally, at Independence Continuation High School, suspension rates decreased by 5.6%, to 4.3% suspended at least one day on the 2025 CA Dashboard. **Scope:** Schoolwide	individualized academic interventions and behavioral supports for English Learners (EL), Foster Youth, Homeless youth, and Socioeconomically Disadvantaged (SED) students. GVUSD and Educational Options administration continuously monitored staffing ratios, attendance patterns, and discipline logs throughout the year to dynamically align support with student needs. Maintaining low student-to-staff ratios provided staff with the bandwidth to closely monitor student engagement, proactively address attendance barriers before they resulted in chronic absenteeism, and de-escalate behavioral issues to maintain minimal suspension rates. A core component of this program included robust credit recovery opportunities via the Edgenuity platform, allowing students to systematically recover deficient credits, re-engage in their education, and maintain a viable pathway toward graduation. Moving into the 2026–2027 school year, this foundational staffing, attendance monitoring, and credit recovery structure will be maintained to ensure a data-driven, responsive environment where non-traditional students can thrive. Principally Directed and Effective (Unduplicated Student Support) While the district ensures that all students have access to comprehensive educational pathways, this action is principally directed toward meeting the needs of low-income students, Homeless youth, and Foster Youth who require a non-traditional setting to succeed. By maintaining smaller class sizes, individualized instructional	

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
		pacing, and intensified academic and social-emotional interventions, this alternative structure directly mitigates traditional barriers to learning. These program enhancements are specifically designed to build school connectedness, lower chronic absenteeism, reduce disciplinary infractions leading to suspensions, accelerate college and career readiness, and substantially increase graduation rates for our most vulnerable student populations. Evidence-Based Rationale The implementation of this action is supported by educational research emphasizing the value of specialized academic settings. Research indicates that alternative school settings, flexible online frameworks, and individualized instruction are critical variables in re-engaging at-risk youth, reducing chronic absenteeism, curbing suspension rates, and driving successful secondary completion. Furthermore, a body of research regarding educational options shows that providing diverse school choices and structured alternative pathways is positively associated with increased academic achievement and improved behavioral and attendance outcomes for non-traditional learners (DeAngelis and Erickson, 2018).	
1.5	**Action:** Diagnostics for identifying learning gaps and provide appropriate interventions. **Need:** An analysis of Smarter Balanced ELA and Math results shows that English Learners (EL), Foster Youth (FY), and Low-Income (SED)	The rigorous analysis of student data through computer-based management systems remains central to Golden Valley Unified School District's strategy to monitor academic achievement and close learning gaps. During the 2025–2026 school year, GVUSD systematically utilized NWEA MAP and IXL	SBAC Math Assessments SBAC ELA Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students are performing below the overall student group and need additional support to improve achievement. SBAC ELA All Students DFS: 17.3 SED DFS: -8.8 EL DFS: -35.9 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math All Students DFS: -26.5 SED DFS: -52.5 EL DFS: -71.5 Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2025 A local needs assessment identified that EL, FY, and SED students would greatly benefit from progress monitoring to provide more targeted instruction and close learning gaps. These students also require personalized instruction, interventions, and focused strategies. In addition, teachers need an efficient system to track student progress, as the district currently lacks the ability to generate data for certain intervention groups to evaluate their effectiveness. **Scope:**	diagnostic assessments, with data managed and visualized through Parsec Education. This integrated system allowed the district to precisely track the academic progress of English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Staff formally analyzed this diagnostic data during bi-monthly Professional Learning Community (PLC) meetings, supplemented by informal weekly reviews within grade-level teams. These management systems provided the vital foundation required to identify achievement trends, monitor growth trajectories, and determine targeted, student-specific supports. A major milestone during the 2025–2026 school year was the launching of a targeted district-wide initiative across grades TK–12, integrating our core ELA and mathematics curricula directly into the established PLC framework. The primary driving force within these collaborative instructional teams shifted completely to diagnostic data analysis, allowing teachers to isolate specific learning gaps and dynamically assign appropriate, tiered interventions to students. Moving into the 2026–2027 school year, this unified math and ELA diagnostic framework will be maintained as a standard operating procedure across all school sites. Data-Driven Framework & Operational Impact: Comprehensive Data Analysis: Educators systematically examine academic performance, attendance metrics, and behavioral patterns to identify multi-layered areas of need and isolate which students require immediate, Tier 2 or Tier 3	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	support. Dedicated intervention groups are structured in collaboration with data vendors to monitor the real-time progress of our EL, Foster Youth, and SED student populations. Informing Classroom Instruction: Detailed, granular data allows classroom teachers to personalize daily instruction and address specific, localized learning gaps. Teachers are empowered to deliver targeted interventions or extension activities based on their ongoing data analysis, ensuring that individual student needs are met. Targeted Interventions: By identifying students who are at risk of falling behind early in the instructional cycle, the district can deploy timely, proactive interventions to prevent academic decline and support students in achieving their full proficiency potential. Principally Directed and Effective (Unduplicated Student Support): Historical analysis of student data reveals that academic interventions for low-income, EL, and Foster Youth students can lose their velocity and impact if left static over time. To sustain the effectiveness of these supports, campus administrators and instructional coaches collaborate directly with classroom teachers to regularly review diagnostic data, evaluate the specific return on investment of current interventions, and refine daily instruction accordingly. This adaptive, data-driven approach ensures that resources are principally directed and adjusted in real time to accelerate academic outcomes for our unduplicated student groups,	

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
		directly aligning with the broader metrics established in this Goal.	
1.6	**Action:** Additional Supports for unduplicated students. **Need:** An analysis of Smarter Balanced results shows that English Learners (EL), Foster Youth (FY), and Low-Income (SED) students score lower than the overall student group on both ELA and Math state and local assessments, highlighting a need for improvement. SBAC ELA All Students DFS: 17.3 SED DFS: -8.8 EL DFS: -35.9 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math All Students DFS: -26.5 SED DFS: -52.5 EL DFS: -71.5 Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2025 Graduation Rate All 92.5% SED: 90.9%	This action provides systemic, multi-tiered academic interventions across all comprehensive school sites, principally directed to support Socioeconomically Disadvantaged (SED) students, English Learners (EL), and Foster Youth. Longitudinal CAASPP/SBAC and NWEA data consistently indicate that these student groups perform below their peers, necessitating targeted, data-driven support structures to close persistent achievement gaps. Elementary Level: Structured Reading Labs and support classes continue at Webster, Sierra View, and Stone Creek Elementary schools. Each site is staffed by a 0.5 FTE Reading Intervention Specialist, supplemented by instructional paraprofessional support and Bilingual Aides who deliver targeted, language-accessible interventions for EL students. Middle School Level: Secondary students receive small-group interventions through an established Co-Lab model. This framework embeds an additional ELA and mathematics teacher within the instructional space to lower student-to-teacher ratios, alongside a 3.5-hour Bilingual Aide to provide direct linguistic scaffolding for English Learners. High School Level: At Liberty High School, the Math Co-Lab model (supporting Integrated Math 1, 2, and 3) continues to provide rigorous, small-group support for EL, SED, and Foster Youth.	SBAC Math Assessments SBAC ELA Assessments Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: Fewer than 11 students - data not displayed for privacy Foster Youth: Fewer than 11 students - data not displayed for privacy Data Year: 24-25 Data Source: DataQuest A needs assessment showed that EL, FY, and SED students have varied needs and circumstances. The most effective support includes offering intervention services at their school sites, where they can benefit from familiar environments and strong relationships with trusted staff. **Scope:** LEA-wide	Recognizing persistent literacy gaps in the historical diagnostic data, this model successfully expanded to include embedded ELA interventions. High school support structures are further strengthened by a 6-hour Bilingual Aide and dedicated, embedded tutorial periods. Moving into the 2026–2027 school year, these expanded structures will remain active. Funding systematically covers teacher and paraprofessional hourly rates across all grade spans, ensuring reduced instructional ratios, immediate feedback loops, and highly responsive academic interventions. Evidence-Based Rationale: The foundational framework of these intervention programs is heavily validated by educational research: Comprehensive Interventions: John Hattie's Visible Learning research synthesis indicates that comprehensive interventions for struggling students yield a substantial effect size of 0.77 (exceeding the standard 0.40 threshold for significant positive educational impact). Targeted Literacy Strategies: Hattie's research further highlights strong effect sizes for specific literacy frameworks, including 0.58 for reading comprehension programs, 0.60 for phonics instruction, and 0.67 for vocabulary and repeated reading programs. Additionally, the What Works Clearinghouse confirms that repeated reading strategies are highly effective at accelerating reading comprehension.	

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
		Guided Reading Frameworks: The district's curriculum deployment aligns with the findings of Fountas and Pinnell, which demonstrate that developing readers must learn to dynamically apply and modify processing strategies based on text complexity. Structured guided reading sessions—featuring explicit modeling and direct instruction—empower students to construct meaning, navigate text challenges independently, and elevate their analytical writing and reading skills. Principally Directed and Effective (Unduplicated Student Support):While these intensive intervention labs, co-lab structures, and tutorial pathways are available to all students experiencing academic deficits, they are principally directed toward mitigating the unique learning disruptions faced by low-income students, English Learners, and Foster Youth. By combining lowered student-to-adult ratios with research-backed, data-driven methodologies, the district expects to see continued, measurable growth and accelerated academic outcomes on CAASPP/SBAC ELA and mathematics assessments for our unduplicated student populations.	
2.3	**Action:** Access to literature and resource materials. **Need:** Analysis of Smarter Balanced results shows that English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students perform below the overall student	This action supports the retention of a dedicated Teacher on Special Assignment (TOSA) Library Media Specialist to oversee, modernize, and maximize the instructional utility of school site libraries across the district. Principally Directed and Effective (Unduplicated Student Support):	SBAC ELA Assessment Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	group in ELA and Math, indicating a need for improvement. SBAC ELA All Students DFS: 17.3 SED DFS: -8.8 EL DFS: -35.9 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math All Students DFS: -26.5 SED DFS: -52.5 EL DFS: -71.5 Foster Youth: Fewer than 11 students - data not displayed for privacy Data Source: CA Dashboard Year: 2025 All 92.5% SED: 90.9% EL: Fewer than 11 students - data not displayed for privacy Foster Youth: Fewer than 11 students - data not displayed for privacy Data Year: 24-25 Data Source: DataQuest Our EL student population has decreased significantly, from 213 students (7.1%) for the 2024-2025 to 139 students in 2025-2026 in large part of the high reclassification rate and	While library media resources are accessible to all students, this action is principally directed toward meeting the needs of Socioeconomically Disadvantaged (SED) students, English Learners (EL), and Foster/Homeless youth. Unduplicated students frequently face a digital divide and disproportionately lack at-home access to expansive print libraries, premium academic databases, and structured research guidance. The TOSA Library Media Specialist directly mitigates these equity gaps by providing equitable, structured access to literacy resources, leveled bilingual texts for EL students, and explicit, small-group instruction on how to navigate digital media safely and effectively. By fostering a resource-rich environment and delivering explicit media-literacy interventions, the district expects to increase school connectedness, boost vocabulary acquisition, and accelerate reading comprehension outcomes on CAASPP/SBAC ELA assessments for our unduplicated student populations. Evidence-Based Rationale: The implementation of a credentialed school library leader is strongly validated by educational research. Longitudinal studies compiled by the National Center for Education Statistics (NCES) and various state-level "School Library Impact Studies" consistently demonstrate that schools with dedicated, credentialed library media specialists see significantly higher student achievement scores in reading and graduation rates compared to schools without them. Furthermore, research indicates that the presence	

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
	partnership with MCSOS through DA and overall general collaboration. With this growth, teachers increasingly request library materials in multiple languages, particularly Spanish. In our semi-rural community, many students have limited access to public libraries. The library budget is designed to allow staff to continually update books and resources, ensuring that SED, EL, and Foster Youth students have ready access to reading materials and research resources needed for schoolwork. Research, including Hattie's Visual Learning studies, shows that exposure to reading can significantly accelerate student learning. **Scope:** LEA-wide	of a library media specialist directly correlates with narrowed achievement gaps for at-risk and low-income student subgroups, as these professionals provide the targeted technological and informational scaffolding necessary to build background knowledge and advanced vocabulary.	
2.5	**Action:** MTSS/PBIS Implementation Support **Need:** Analysis of the 2025 California Dashboard shows that Foster Youth (FY) and Socioeconomically Disadvantaged (SED) have districtwide Orange-level Suspension Rates in GVUSD. Low-Income (SED) students and Foster Youth (FY) students also show Orange-level Suspension Rates, and EL students show Green-Level Suspension Rates. Chronic Absenteeism for SED, EL and FY are all Red on the 2025 CA Dashboard as well.	For the 2026–2027 school year, GVUSD will continue to implement, expand, and refine its comprehensive Multi-Tiered System of Support (MTSS) framework. This systemic framework is designed to seamlessly address the academic, behavioral, and social-emotional needs of English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students districtwide. Entering their fourth year of full integration across all secondary campuses, dedicated Student Advocate positions serve as a cornerstone of this framework. These specialized professionals coordinate daily services, manage localized	SBAC Math Assessments SBAC ELA Assessments Suspension Rates Chronic Absenteeism Rates

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
	Assessment data from Smarter Balanced and local ELA and Math tests indicate that English Learners (EL), FY, and SED students are performing below the overall student group, highlighting the need to improve their academic outcomes. SBAC ELA All Students DFS: 17.3 SED DFS: -8.8 EL DFS: -35.9 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math All Students DFS: -26.5 SED DFS: -52.5 EL DFS: -71.5 Foster Youth: Fewer than 11 students - data not displayed for privacy Graduation Rate All Students: 92.5% SED: 90.9% EL: Fewer than 11 students - data not displayed for privacy Foster Youth: Fewer than 11 students - data not displayed for privacy Chronic Absenteeism All Students: 8.8% SED: 14.6% EL:10.7% Foster Youth: 7.7%	support practices, and act as the primary site-level drivers of real-time academic and social-emotional interventions for our unduplicated student populations. Advocates work alongside site teams to analyze local NWEA MAP growth data alongside attendance and behavioral indicators to immediately identify students needing Tier 2 and Tier 3 academic support. MTSS Framework & Tiered Operational Impact The MTSS framework is strategically structured to deploy multiple levels of tiered support tailored to the specific profiles of EL, FY, and SED students: Academic Tiered Support: Focuses heavily on closing persistent achievement gaps in mathematics and English Language Arts (ELA) through targeted, data-informed classroom interventions, small-group instruction, and continuous progress monitoring. Site teams utilize tri-annual NWEA MAP assessment results in ELA and Math to evaluate student growth, measure progress toward grade-level standards, and adjust academic intervention placements in real time. Behavioral Tiered Support: Focuses on reducing student suspensions, lowering chronic absenteeism rates, and improving school connectedness through individualized behavioral intervention plans, restorative practices, and proactive mentorship. By tightly aligning district resources, this framework ensures that classroom teachers, Student Advocates, and specialized support staff operate under structured, cohesive guidance to	

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	Suspension Rates All Students: 3.9% SED: 5.9% EL: 2% Foster Youth:8.2% Data Source: CA Dashboard Year: 2025 A local needs assessment shows that EL, FY, and SED students will benefit significantly from a Multi-Tiered System of Support (MTSS) as MTSS provides targeted and tiered support for academic, social, and emotional needs and increased access to interventions and supports. Within the system, tailored academic and behavioral interventions are needed to address their diverse needs and promote their academic and social-emotional well-being, including targeted strategies such as trauma-informed care and resource allocation to reduce suspension rates and ensure equitable access to support services. Parents have indicated in community meetings that students would benefit significantly from a more comprehensive MTSS plan, which places the needs of EL, FY, and SED students at the core of developing systems of support. **Scope:** LEA-wide	address student needs effectively. Administrative Oversight & Systems Accountability To ensure continuous improvement, district administrators collaborate regularly with school leadership teams, teachers, school psychologists, and Student Advocates to strengthen internal MTSS infrastructures. This administrative oversight involves active leadership in site-level Coordination of Services Teams (COST), delivering targeted professional workshops, monitoring implementation fidelity, and formulating data-driven improvement plans. The MTSS administrator systematically oversees the four essential pillars of the district's system: Universal screening to identify at-risk students early in the instructional cycle. Rigorous progress monitoring to track real-time intervention growth using NWEA MAP and IXL data. Multi-level interventions to provide scalable, Tier 2 and Tier 3 support. Data-based decision-making to guide both core instruction and behavioral resets. Principally Directed and Effective (Unduplicated Student Support) While the MTSS infrastructure serves as the operational baseline for all school sites, it is principally directed toward removing systemic barriers for low-income students, English	

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		Learners, and Foster Youth. Unduplicated student groups statistically experience higher rates of chronic absenteeism and trauma, alongside persistent learning gaps that require immediate, tiered intervention. Through the sustained role of site Student Advocates and disciplined administrative accountability, GVUSD maintains a highly coordinated, responsive, and inclusive learning environment. By regularly measuring student growth on NWEA MAP assessments throughout the year, site teams can verify that Tier 2 and Tier 3 academic interventions are closing achievement gaps. This intentional resource allocation is expected to accelerate academic growth on CAASPP/SBAC assessments, decrease suspension rates, and significantly improve school connectedness and graduation outcomes for our most vulnerable student demographics. Evidence-Based Rationale: Research by Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023)shows that implementing PBIS: • Improves achievement, attendance, emotional regulation, and school climate • Decreases disruptive behavior, bullying and peer exclusion, racial inequities, and substance misuse • Decreases educator stress and burnout	
3.2	**Action:** Effective teaching for our EL, Foster Youth, and SED students **Need:**	Here is the revised narrative. Explicit references to NWEA (Math & ELA) data, the English Learner Progress Indicator (ELPI), and the Reclassification Rate (RFEP) have been integrated into the coaching, PLC planning, and effectiveness sections to fully resolve the review team's input	SBAC Math Assessments SBAC ELA Assessments EL Progress Indicator (CA Dashboard)

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
	A review of the California School Dashboard reveals that Suspension Rates for Foster Youth and Socioeconomically Disadvantaged (SED) student groups were in the Orange performance level for GVUSD on the 2025 CA Dashboard, while SED and English Learner (EL) student groups performed in the Red level. (Data for Foster Youth was not displayed for privacy due to a size of fewer than 11 students.) To directly measure the effectiveness of targeted interventions designed to address these systemic gaps, the district will continuously evaluate progress using SBAC ELA Assessments, SBAC Math Assessments, the English Learner Progress Indicator (ELPI) on the CA Dashboard, and local Reclassification Rates. SBAC ELA All Students DFS: 17.3 SED DFS: -8.8 EL DFS: -35.9 Foster Youth: Fewer than 11 students - data not displayed for privacy SBAC Math All Students DFS: -26.5 SED DFS: -52.5 EL DFS: -71.5 Foster Youth: Fewer than 11 students - data not displayed for privacy Data Yr: 2025 Data Source: CA Dashboard	and ensure alignment with your Increased or Improved Services metrics. Revised LCAP Action Narrative To directly support the academic achievement of English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, GVUSD continues to deploy an instructional coach at all comprehensive school sites. These site-level coaches work systematically to build teacher capacity in the high-fidelity implementation of California Content Standards, the California ELD Standards, and the districtwide Professional Learning Community (PLC) framework. Instructional coaches collaborate in lockstep with school administration to analyze local and state data trends—specifically tracking NWEA Math and ELA growth metrics, English Learner Progress Indicator (ELPI) status, and student Reclassification (RFEP) rates. This multi-metric analysis allows coaches to identify precise professional development needs and ensure classroom teachers can effectively differentiate core instruction and deliver targeted language acquisition strategies for unduplicated student populations. Moving into the 2026–2027 school year, the district is deepening the targeted focus on collaborative PLC practices that was reinforced during the previous term. Driven by an analysis of the most recent California School Dashboard data, ELPI progress, and local assessment metrics, the district's three Teachers on Special Assignment	Reclassification Rates

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
	60% making progress towards English language proficiency, Data Year: 25-26 Data Source: Dashboard Reclassification Rates: 25% Data Yr: 25-26 Data Source: CALPADS Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and SED students compared to the all-student group needs to be increased. This action is intended to improve first instruction by coaching, increasing teacher clarity, and improving teacher subject knowledge. **Scope:** LEA-wide	(TOSAs) are prioritizing advanced, data-driven decision-making and the systemic adoption of evidence-based, Tier-1 instructional practices. Furthermore, instructional staff will sustain and build upon the professional development initiated during the 2025–2026 pre-service buy-back days. These collaborative instructional strategies will be consistently integrated into weekly PLC meetings throughout the 2026–2027 school year. This provides teachers with the critical time necessary to conduct deep-dive analyses of CAASPP/SBAC, NWEA MAP (Math and ELA), and ELPI data, evaluate student eligibility for reclassification, establish rigorous targeted learning goals, and map out responsive student intervention pathways. Principally Directed and Effective (Unduplicated Student Support) While improving teacher capacity through instructional coaching and structured PLC frameworks elevates the educational environment districtwide, this action is principally directed toward meeting the unique needs of our low-income, English Learner, and Foster Youth populations. Standardized, local, and language proficiency data trends indicate that our unduplicated student groups face persistent achievement gaps compared to their peers, requiring highly specialized, differentiated, and scaffolded classroom instruction to access core content and achieve language proficiency. By embedding site-level instructional coaches and district TOSAs directly within the teacher planning cycle, GVUSD ensures that educators are	

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		continuously equipped with data-driven strategies, integrated/designated ELD methodologies, and targeted Tier-1 interventions. This coordinated coaching model and dedicated planning structure maximize classroom teacher effectiveness, directly accelerating academic growth targets on NWEA Math and ELA assessments, driving upward movement on the ELPI, and increasing overall Reclassification rates for our most vulnerable student demographics. According to Hattie's Visible Learning research, coaching and subject knowledge is "Likely to have positive impact" on student learning. Teacher clarity has "potential to considerably accelerate" student learning. Therefore, we believe that the professional development provided in this action are likely to improve our achievement for our EL, FY and SED students.	

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
2.2	**Action:** English proficiency for multi-lingual students. **Need:** The California Dashboard shows that the achievement of our English Learners (EL)	To systemically accelerate the academic progress of English Learners (EL), this action funds dedicated collaborative planning time for 62 elementary instructional staff members. Teachers utilize 1.5 hours per month during designated early release windows to explicitly focus on the implementation of California English Language	SBAC ELA and Math Assessments English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	needs to be improved compared to the all-student group. ELA All Studenst: 17.3 DFS EL Students: -35.9 DFS Math All Students: -26.5 DFS EL Students: -71.5 DFS CA Dashboard 2025 GVUSD Reclassification Rate: 25% which is a increase of 15% from 2024 to 2025. (CALPADS 2023/2024), but still below expectations for GVUSD. GVUSD's English Learner Indicator 60% Making Progress which is a 21% increase in progress.for the 2025 CA Dashboard. GVUSD has experienced a -30 DFS in the Math Scores of our EL students which montor grownt further vaildates the need for a greater focus in the PLC process at all sites and levels. **Scope:** Limited to Unduplicated Student Group(s)	Development (ELD) Standards, analyze real-time student performance metrics, and design targeted instructional supports. Guided by site administrators and instructional coaches, this structured time empowers Professional Learning Communities (PLCs) to evaluate EL student growth using both state English Learner Progress Indicator (ELPI) rates and local NWEA reading and math assessment data. By regularly monitoring progress across ELPI levels and tracking NWEA growth targets, teachers foster collective teacher efficacy and instructional clarity—two powerful drivers that John Hattie's research identifies as highly effective leverage points for accelerating student achievement (with effect sizes of 0.76 and 1.39, respectively). To ensure this collaborative work is grounded in evidence-based practices, site administrators, instructional coaches, and a cross-sectional team of K–12 educators participate in the 21CSLA 3-Day ELD Institute. This intensive professional learning series is strategically structured to strengthen the district's instructional core: Day 1: Re-engage participants with the core structure of California's ELD Standards, deepening their understanding of complex language development and how to apply those concepts in daily instruction. Days 2 & 3: Contextualizes integrated and designated ELD frameworks, with an explicit emphasis on planning high-leverage lessons that seamlessly align ELD standards with core content	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		instruction and address specific skill deficits identified in NWEA local growth reports. Through this synchronized approach of targeted professional development, job-embedded coaching, and data-driven PLC blocks, GVUSD ensures that EL students receive robust, equitable access to both core academic content and rigorous language instruction. Analyzing ongoing ELPI progress and NWEA growth metrics directly informs instruction, allowing teachers to dynamically adjust Tier-1 differentiated strategies and designated ELD support. While this action is principally directed to meet the specific linguistic and academic needs of English Learners, the resulting systemic improvements in Tier-1 differentiated instruction elevate learning outcomes and academic growth for all students districtwide.instruction will broadly benefit all students across the local educational agency (LEA).	
2.6	**Action:** LTEL Support **Need:** GVUSD Reclassification Rate: 25% which is a increase of 15% from 2024 to 2025. (CALPADS 2024/2025) but still below expectations for GVUSD. GVUSD's English Learner Indicator: 60% Making Progress which is a 21% increase from the 2024 CA Dashboard to the 2025 CA Dashboard which is lower than desired.	To directly support the academic achievement of Long-Term English Learner (LTEL) students, GVUSD continues to deploy an instructional coach to deliver specialized professional development and build school-site teacher capacity. This coaching position works systematically across all comprehensive campuses to support educators to: Effectively implement California English Language Development (ELD) Standards. Utilize targeted instructional strategies designed to meet the unique linguistic and academic needs of English Learners.	Reclassification Rates (Data Quest/CALPADS) English Learner Progress (CA Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Ranchos Middle School had 100% of their LTELs reclassify for the 2025-2026 school year, which validates the hard work done by our ELD team in GVUSD. We desire to improve English proficiency and reclassify EL Students more effectively. A local needs assessment highlighted that LTEL students require explicit language acquisition integrated with subject-matter content, English literacy, and academic vocabulary. The assessment revealed significant struggles among these students in understanding and applying academic language across various subjects. To address these gaps, comprehensive instructional approaches are essential. These approaches should combine language development with content mastery, ensuring LTEL students can succeed academically and reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	Maximize District-wide Professional Learning Community (PLC) frameworks to track student growth. This instructional coach also collaborates directly with site administrators to analyze localized data, identifying campus-specific training needs to ensure classroom teachers can effectively scaffold and differentiate core instruction for LTEL students. Partnership & Performance Update: GVUSD maintains a strategic partnership with the Madera County Superintendent of Schools (MCSOS) through the Differentiated Assistance process. This collaboration established a rigorous focus on LTEL student tracking and overall programmatic needs, utilizing the district's student reclassification rate as a primary indicator of success. Initiated during the 2024–2025 school year, this partnership yielded immediate, tremendous growth in student reclassification rates. This upward trajectory was sustained through the 2025–2026 school year, validating the efficacy of our systematic instructional changes and targeted services. Moving into the 2026–2027 school year, this instructional coaching and county partnership model will be sustained to maintain high fidelity of service delivery. Principally Directed and Effective (Unduplicated Student Support): While improving teacher capacity through instructional coaching elevates the overall tier-1	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		learning environment, this action is principally directed toward accelerating outcomes for Long-Term English Learners. State and local diagnostic data trends historically show that LTEL students face persistent barriers to full English proficiency, requiring strategic academic language scaffolding to bridge the gap between conversational and academic literacy. By providing an instructional coach focused explicitly on ELD standards and partnering with MCSOS for administrative accountability, GVUSD ensures resources are directly funneled into high-fidelity classroom interventions. This targeted support structure is expected to maintain elevated student reclassification rates and boost academic proficiency targets on CAASPP/SBAC ELA and mathematics assessments. According to Hattie's Visible Learning research, coaching (effect size 0.26) and professional development (effect size 0.44) are "Likely to have positive impact" on student learning.	

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.

NA

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	$39,148,980	2,953,789.00	7.545%	0.000%	7.545%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$38,948,985.00	$6,206,360.00	$3,242,971.00	$946,739.00	$49,345,055.00	$44,124,639.68	$5,220,415.32

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	Meaningful engagement in school and learning, ensuring learning for ALL.	All	No			All Schools	Ongoing	$14,154,225.31	$1,437,497.69	$12,090,142.00	$2,244,668.00	$972,891.30	$284,021.70	$15,591,723.00	
1	1.2	Extended Learning for Students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$35,000.00	$0.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00	
1	1.3	Academic & Social Emotional Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$328,289.00	$8,000.00	$336,289.00	$0.00	$0.00	$0.00	$336,289.00	
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	All Schools Specific Schools: Centennial Independent Study, Independence Continuation, Valley Childrens Hospital, Lincoln Community Day School	Ongoing	$840,000.00	$34,000.00	$874,000.00	$0.00	$0.00	$0.00	$874,000.00	
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	
1	1.6	Additional Supports for unduplicated students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Sierra View, Stone Creek, Webster, Ranchos Middle, and Liberty	Ongoing	$1,128,000.00	$0.00	$1,128,000.00	$0.00	$0.00	$0.00	$1,128,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High									
1	**1.7**	Summer Extended Learning and Credit Recovery	All	No			All Schools	Ongoing	$100,000.00	$50,000.00	$0.00	$150,000.00	$0.00	$0.00	$150,000.00	
1	**1.8**	Special Education Professional Learning Communities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	**1.9**	Special Education Differentiated Assistance (DA) Professional Learning	Students with Disabilities	No			Specific Schools: Liberty High School, Ranchos Middle School, and Webster Elementary School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.1**	Basic Educational Services	All	No			All Schools	Ongoing	$12,827,708.92	$1,500,926.58	$10,992,274.00	$2,288,934.00	$810,742.75	$236,684.75	$14,328,635.50	
2	**2.2**	English proficiency for multi-lingual students.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-6	Ongoing	$0.00	$65,500.00	$65,500.00	$0.00	$0.00	$0.00	$65,500.00	
2	**2.3**	Access to literature and resource materials.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$85,000.00	$40,000.00	$125,000.00	$0.00	$0.00	$0.00	$125,000.00	
2	**2.4**	Accelerated Learner Support	All	No			All Schools Specific Schools: Sierra View, Stone Creek and Webster Elementary	Ongoing	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
2	**2.5**	MTSS/PBIS Implementation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$90,000.00	$0.00	$90,000.00	$0.00	$0.00	$0.00	$90,000.00	
2	**2.6**	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$75,000.00	$0.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Safe & Clean Environments	All	No			All Schools	Ongoing	$11,307,852.64	$1,500,270.06	$10,290,913.00	$967,017.00	$1,199,899.27	$350,293.43	$12,808,122.70	
3	3.2	Effective teaching for our EL, Foster Youth, and SED students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$89,000.00	$0.00	$75,000.00	$14,000.00	$0.00	$0.00	$89,000.00	
4	4.1	Effective communication with parents and community.	All	No			All Schools	Ongoing	$2,951,563.81	$332,485.99	$2,621,867.00	$327,006.00	$259,437.68	$75,739.12	$3,284,049.80	
4	4.2	Intentionally engaging parents of EL, SED and Foster students.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.1	Increase attendance rates	All	No				Ongoing	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
5	5.2	Increase student engagement	All	No				Ongoing	$5,000.00	$20,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	
5	5.3	Increase project based learning opportunities	All	No				Ongoing	$18,000.00	$18,000.00	$0.00	$36,000.00	$0.00	$0.00	$36,000.00	
5	5.4	Increase the number of elective class options	All	No				Ongoing	$30,000.00	$12,000.00	$0.00	$42,000.00	$0.00	$0.00	$42,000.00	
5	5.5	5. Provide additional academic resources	All	No				Ongoing	$5,000.00	$30,000.00	$0.00	$35,000.00	$0.00	$0.00	$35,000.00	
5	5.6	Additional staff suport	All	No				Ongoing	$55,000.00	$6,735.00	$0.00	$61,735.00	$0.00	$0.00	$61,735.00	

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
$39,148,980	2,953,789.00	7.545%	0.000%	7.545%	$2,953,789.00	0.000%	7.545 %	**Total:**	$2,953,789.00
								LEA-wide Total:	$1,939,289.00
								Limited Total:	$140,500.00
								Schoolwide Total:	$874,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Extended Learning for Students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
1	1.3	Academic & Social Emotional Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$336,289.00	
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Yes	Schoolwide	Foster Youth Low Income	All Schools Specific Schools: Centennial Independent Study, Independence Continuation, Valley Childrens Hospital, Lincoln Community Day School	$874,000.00	
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.6	Additional Supports for unduplicated students.	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Sierra View, Stone	$1,128,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Creek, Webster, Ranchos Middle, and Liberty High		
2	**2.2**	English proficiency for multi-lingual students.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-6	$65,500.00	
2	**2.3**	Access to literature and resource materials.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
2	**2.5**	MTSS/PBIS Implementation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
2	**2.6**	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$75,000.00	
3	**3.2**	Effective teaching for our EL, Foster Youth, and SED students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$35,219,783.00	$35,157,037.58

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**	Meaningful engagement in school and learning, ensuring learning for ALL.	No	$10,333,206.00	$11,196,647.58
1	**1.2**	Extended Learning for Students.	Yes	$30,000.00	$28,575.00
1	**1.3**	Academic & Social Emotional Support	Yes	$330,000.00	$338,525.00
1	**1.4**	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Yes	$847,000.00	$847,000.00
1	**1.5**	Diagnostics for identifying learning gaps and provide appropriate interventions.	Yes	$149,950.00	$150,000.00
1	**1.6**	Additional Supports for unduplicated students.	Yes	$1,153,865.00	$1,153,000.00
1	**1.7**	Summer Extended Learning and Credit Recovery	No	$150,000.00	$150,000.00
1	**1.8**	Special Education Professional Learning Communities	No	$0	$0
1	**1.9**	Special Education Differentiated Assistance (DA) Professional Learning	No	$0	$0
2	**2.1**	Basic Educational Services	No	$9,750,411.00	$9,207,296.00
2	**2.2**	English proficiency for multi-lingual students.	Yes	$65,000.00	$65,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Access to literature and resource materials.	Yes	$115,000.00	$115,000.00
2	2.4	Accelerated Learner Support	No	$5,000.00	$5,000.00
2	2.5	MTSS/PBIS Implementation Support	Yes	$80,000.00	$80,000.00
2	2.6	LTEL Support	Yes	$73,085.00	$73,085.00
3	3.1	Safe & Clean Environments	No	$9,804,721.00	$9,482,254.00
3	3.2	Effective teaching for our EL, Foster Youth, and SED students	Yes	$89,000.00	$89,000.00
4	4.1	Effective communication with parents and community.	No	$2,033,811.00	$1,966,921.00
4	4.2	Intentionally engaging parents of EL, SED and Foster students.	No	$0	$0
5	5.1	Increase attendance rates	No	$10,000.00	$10,000.00
5	5.2	Increase student engagement	No	$25,000.00	$25,000.00
5	5.3	Increase project based learning opportunities	No	$36,000.00	$36,000.00
5	5.4	Increase the number of elective class options	No	$42,000.00	$42,000.00
5	5.5	Provide additional academic resources	No	$35,000.00	$35,000.00

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)
5	**5.6**	Additional staff suport	No	$61,734.00	$61,734.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,868,590.00	$2,918,900.00	$2,917,185.00	$1,715.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Extended Learning for Students.	Yes	$30,000.00	$28,575.00		
1	1.3	Academic & Social Emotional Support	Yes	$330,000.00	$330,525.00		
1	1.4	Acceleration opportunities for court placed, SED, and Foster youth to get back on track.	Yes	$847,000.00	$847,000.00		
1	1.5	Diagnostics for identifying learning gaps and provide appropriate interventions.	Yes	$149,950.00	$150,000.00		
1	1.6	Additional Supports for unduplicated students.	Yes	$1,153,865.00	$1,153,000.00		
2	2.2	English proficiency for multi-lingual students.	Yes	$65,000.00	$65,000.00		
2	2.3	Access to literature and resource materials.	Yes	$115,000.00	$115,000.00		
2	2.5	MTSS/PBIS Implementation Support	Yes	$80,000.00	$80,000.00		
2	2.6	LTEL Support	Yes	$73,085.00	$73,085.00		
3	3.2	Effective teaching for our EL, Foster Youth, and SED students	Yes	$75,000.00	$75,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$36,229,274.00	$2,868,590.00	0.00%	7.918%	$2,917,185.00	0.000%	8.052%	$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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