



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grossmont Union High School District

CDS Code: 37 68130 0000000

School Year: 2024-25

LEA contact information:

Dr. Paul Dautremont

Assistant Superintendent, Educational Services

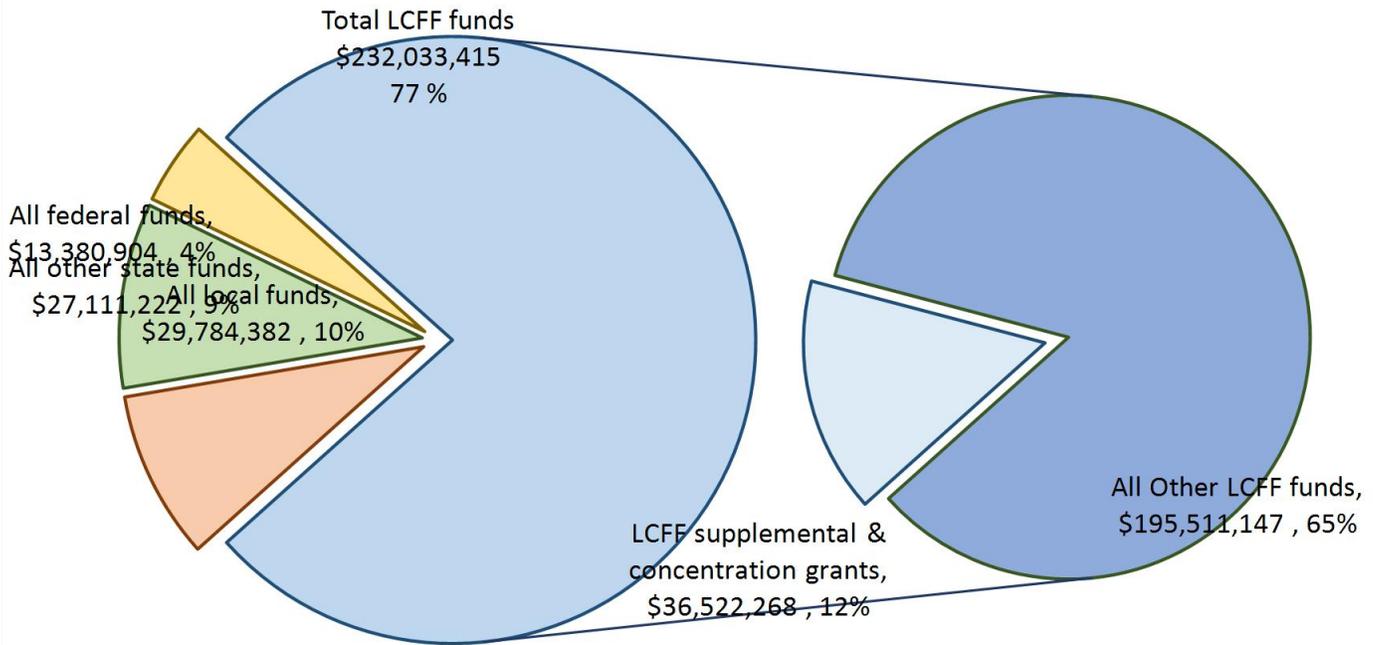
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619-644-8041

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

### **Budget Overview for the 2024-25 School Year**

# Projected Revenue by Fund Source

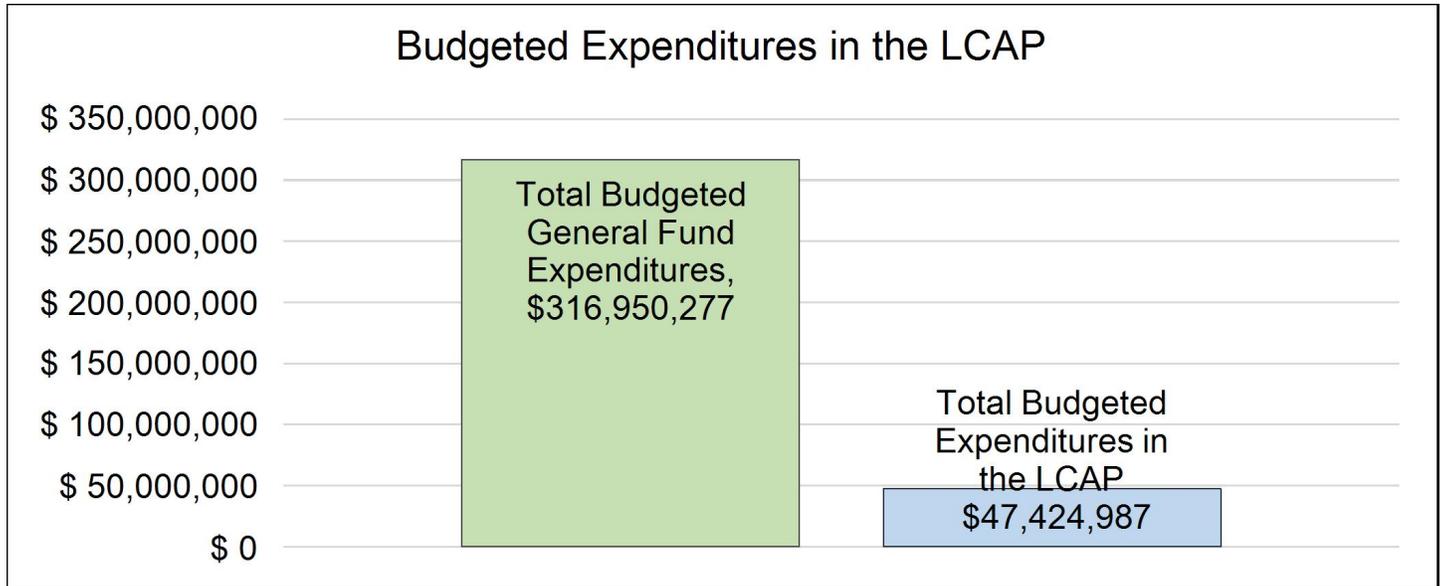


This chart shows the total general purpose revenue Grossmont Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grossmont Union High School District is \$302,309,923, of which \$232,033,415 is Local Control Funding Formula (LCFF), \$27,111,222 is other state funds, \$29,784,382 is local funds, and \$13,380,904 is federal funds. Of the \$232,033,415 in LCFF Funds, \$36,522,268 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Grossmont Union High School District plans to spend \$316,950,277 for the 2024-25 school year. Of that amount, \$47,424,987 is tied to actions/services in the LCAP and \$269,525,290 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Grossmont Union High School District plans to spend \$302,309,923 for the 2024-25 school year. Of that amount, \$47,424,987 is tied to actions/services in the Local Control and Accountability Plan (LCAP) and \$269,525,290 is not included in the plan. The budgeted expenditures that are not included in the LCAP will be used for the following which are tied to actions/services outlined in its plan.

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

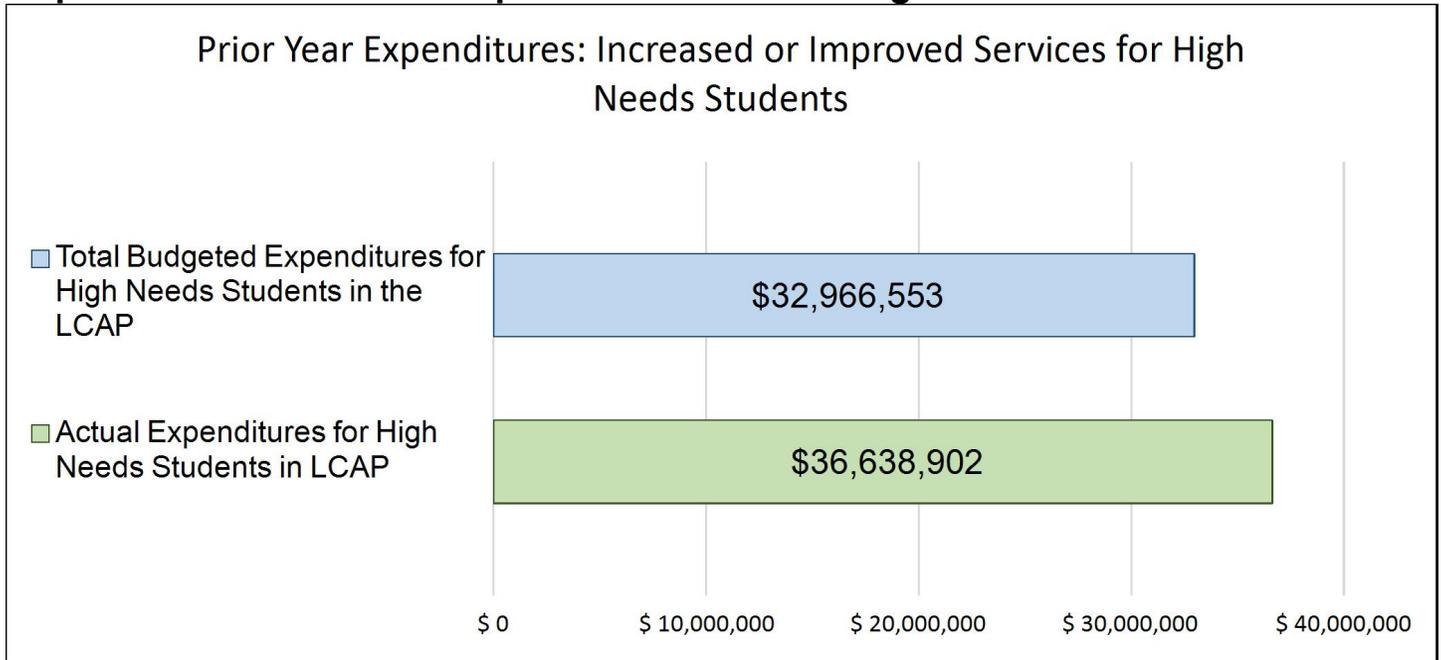
- Recruiting, employing, and retaining appropriately assigned and fully credentialed certificated and appropriately assigned classified staff
- Providing standards-aligned instructional materials and professional development
- Providing a broad course of study covering all required academic subjects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

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

In 2024-25, Grossmont Union High School District is projecting it will receive \$36,522,268 based on the enrollment of foster youth, English learner, and low-income students. Grossmont Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Grossmont Union High School District plans to spend \$36,522,268 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Grossmont Union High School District's LCAP budgeted \$32,966,553 for planned actions to increase or improve services for high needs students. Grossmont Union High School District actually spent \$36,638,902 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

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

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

# Goals and Actions

## Goal

Goal #	Description
1	GUHSD staff will continue to improve its relevant, equitable, and high-quality educational programs that empower each student to build the best future.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1A- Williams Compliance	2020-21 Baseline data 100% Appropriately assigned and credentialed teachers 100% Textbook Sufficiency 100% Facilities in Good Standing	2021-22 data 100% Appropriately assigned and credentialed teachers 100% Textbook Sufficiency 100% Facilities in Good Standing	2022-23 100% Appropriately assigned and credentialed teachers 100% Textbook Sufficiency 100% Facilities in Good Standing	2023-24 Appropriately assigned and credentialed teachers - verified once we receive the 2023-24 CALSAAS report (new change in 2023-24)  100% Textbook Sufficiency  100% Facilities in Good standing	100% Appropriately assigned and credentialed teachers 100% Textbook Sufficiency 100% Facilities in Good Standing
1.1B- As a measure of implementation of the academic content and performance standards adopted by the state board, improve scores on California Alternative Assessment (CAA).	2019 Baseline Math Level 3: 17% ELA Level 3: 24%	2020-2021 CAA: Math Level 3: 12.50% ELA Level 3: 33.33%	2021-22 CAA Math Level 3: 20.37% ELA Level 3: 22.2%	2022-23 CAA (Mid Year Data) Math Level 3: 8.86% ELA Level 3: 15.76%  Final 2024 data unavailable	2 percent increase in students scoring at Level 3 for 3 years (6 percent total) in both subject areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1C- As a measure of implementation of the academic content and performance standards adopted by the state board, improve SBAC scores (Standard Exceeded + Standard Met) on SBAC ELA, SBAC Math, CAST Science Tests	<p>2019 Baseline (All Students) SBAC ELA: 56% (% Exceeded + % Met) SBCA MATH: 33% (% Exceeded + % Met) CAST:25% (% Exceeded + %Met)</p> <p>SBAC ELA English Learners: ELA: 5% Students with Disabilities: 19%</p> <p>SBAC Math English Learners: ELA: 3% Students with Disabilities: 7%</p>	<p>2020-2021 Testing Data (from partial administration of the SBAC)</p> <p>SBAC ELA All Students: 60.34 English Learners: ELA 16.36% SWD: 16.80</p> <p>SBAC Math All Students: 30.69 English Learners: Math 5.23% SWD: 5.22</p>	<p>2021-22 Test Data % Met + % Exceeded</p> <p>SBAC ELA All Students: 58.66% English Learners: 10.05% SWD: 19.41%</p> <p>SBAC Math All Students: 28.74% English Learners: 1.04% SWD: 5.79%</p> <p>2022 CAST (% Met/Exceeded) 25.14% - All Students 1.57% - EL 6.23% - SWD</p>	<p>2022-2023 Test Data (Mid Year report)</p> <p>SBAC ELA All Students: 52.19% EL: 8.71% SWD: 15.26%</p> <p>SBAC Math: All Students: 25.90% EL: 3.14% SWD: 5.09%</p> <p>2023 CAST (% Met/Exceeded): All Students: 25.81% EL: 1.50% SWD: 6.72%</p> <p>Final 2024 data unavailable</p>	<p>All Students (SBAC and CAST): 2 percent increase in students scoring at % Exceeded + % Met per year (6 percent total over three years)</p> <p>English Learners and Students with Disabilities (SBAC): 4 percent increase in students scoring at % Exceeded + % Met per year (12 percent total over three years)</p>
1.1D- Percentage of SWD spending most of their core day in a general education class.	2019-20 Baseline: CA State Performance Indicators for SWD - Indicator #5-LRE 44.42%	Local Data for 2021-22 (79.8%)	Local Data for 2022-23 (74.4%)	Local Data for 2023-24 (72.58)	An increase of 8% of SWD spending most of their core day in a general education class (52.2% for indicator #5-LRE).
1.1E- Graduation Rate	2020 Baseline (4 Year Grad Rate):  All Students: 82.3% EL Students: 70.0% Homeless: 58.0%	2020-2021 4 Year Adjusted Cohort Graduation Rate  All Students: 78.66 % EL: 60.41 %	2021-2022 4 Year Adjusted Cohort Graduation Rate  All Students: 84.9 % EL: 69.8%	2022-2023 4 Year Adjusted Cohort Graduation Rate (Mid Year Data)  All Students: 82.5%	All Students - Increase of 1.5 percentage points per year over three years (4.5 percentage point total)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities:60.8	SWD: 58.66 % Homeless: 59.79%	SWD: 67.1% Homeless: 68.8%	EL: 68.3% SWD: 63.9% Homeless: 67.7%  Final 2024 data unavailable	EL Students, Homeless, and SWD - Increase of 2.5 percentage points per year over three years (7.5 percentage point total)
1.1F- SBAC Dashboard Status in English Language Arts (ELA) and math	2019 Fall Dashboard - Distance from Standard All Students ELA: 11.8 and Math, - 59.4 EL Students ELA: -80.7 and Math: -142.4 SWD: ELA: -88, Math: -143.2 African American: ELA: -64.3, Math: -142.2	2020-21 SBAC Scores (in lieu of State Dashboard academic indicator): % Met/Exceeded Standard in Math (30.70%) and ELA (60.34%)	2022 Fall Dashboards Distance to Standard ELA: 3.7 Math: -90.8  EL Students ELA: -94.2 Math: -170.8  SWD Students ELA: -114.3 Math: -190.5  No colors were provided in the 2022 State dashboards	2023 Fall Dashboards Distance to Standard (Mid year Data)  All Students: ELA: -8.9 (Orange) Math: -85.8 (Yellow)  EL ELA: -100.5 (Red) Math: -169.5 (Orange)  SWD: ELA: -136 (Red) Math: -194.8 (Orange)  Final 2024 data unavailable	Increase all performance levels to green
1.1G- As a measure of implementation of the academic content and performance standards adopted by the state board, administer NWEA	2019 Baseline (as this was not administered in 2020-21 due to school closures) Percent of students scoring at or above	2021-22 Fall NWEA Results: ELA: 50.8% of students scoring at or above 50th percentile rank	Spring 2023 ELA: 49.5% of students scored at or above the 50th percentile rank	As of semester 1, we have completed approximately ½ of scheduled testing.  ELA: 44.4% of students scored at or	Increase in percentages scoring at or above the 50th percentile: Reading - 56% Math - 58%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP in English Language Arts (ELA) and Math to 9th and 10th graders twice per year.	the 50th percentile in Reading - 47% Percent of students scoring at or above the 50th percentile in Math - 50%	Math: 49.23% of students scoring at or above 50th percentile rank  2021-22 NWEA Results Reading (52.0%) Math (49.3%)	Math: 49.15% of students scored at or above the 50th percentile rank on Integrated Math 1 or Integrated Math 2 (using local norms)	above the 50th percentile rank  Math: 44.7% of students scored at or above the 50th percentile rank.  Final 2024 data not yet available. Testing is still ongoing	
1.1H- As a measure of implementation of the academic content and performance standards adopted by the state board, we will maintain compliance with Williams Settlement regarding the sufficiency of standards-aligned instructional materials and their implementation for all students.	2020-21 Baseline - All students have been provisioned the appropriate, standards-aligned instructional materials as approved by the annual Board Resolution of Sufficiency of Instructional Materials	2021-2022: 100%	2022-2023: 100%	2023-2024: 100%	Maintain 100% sufficiency of Instructional Materials.
1.1I- As a measure of implementation of the academic content and performance standards adopted by the state board, we	2019/2020 21.9% of all grades given were a D or F (all students)	2020-2021 - 31.27% 2021-2022 - 22.9%	From 2022-2023 (Semester 1): 22.0% D/F Rate (reduction of nearly 1% in all subject areas)	From 2023-2024 (Semester 1): 21.46% D/F Rate (reduction of approximately ½ percentage point from prior year)	Decrease of 1.5 percentage point per year (4.5% point reduction in 3 years)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
will show decreases in D/F rates for all students.				Final 2024 data not yet available.	
1.1J- Participation of Gen Ed Teachers and Ed Specialist site teams participating in Co- Teaching professional learning	<p>NEW - Baseline will be determined during the 2021-22 school year.</p> <p>See year one data - new baseline established in the 2022-23 school year.</p>	<p>Co-Teaching 1.0: 8/4/21 - 11 participants 9/13/21 - 14 participants 1/25/22 - canceled due to sub shortages</p> <p>Co-Teaching 2.0: 11/8/21 - canceled due to sub shortages 2/28/21 - rescheduled to 2/22 (conflicted with Journey to Transition)</p> <p>We will be providing Co- teaching during Summer Institute and continuing in 22-23. Baseline established in 2022-23</p>	<p>Co-Teaching 1.0: August 4, 2022 - 8 participants August 8, 2022 - 3 participants August 30, 2022 - 14 participants January 26, 2023 - 12 participants February 1, 2023 - 2 participants (went to ECHS and met with this pair due to low enrollment)</p> <p>Co-Teaching 2.0: October 5, 2022 - canceled due to low enrollment October 27, 2022 - 15 participants February 15, 2023 - 2 participants (went to GHS and met with this pair due to low enrollment) March 1, 2023 - 2 participants (went to MMHS and met with</p>	<p>Session 3 complete: 81 total participants Three professional learning opportunities: 9/21/23 - 36 participants 9/26/23 - 27 participants 1/24/2024 - 18 participants</p>	151 total participants over three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			this pair due to low enrollment)		
1.1K- Participation of Administrators SPED Administrator Academy	NEW-Baseline will be determined during the 2021-22 school year.	<p>Canceled this year due to staff shortage issues and Covid Contact Tracing</p> <p>To be revisited in 2022-23 to establish a baseline.</p>	<p>We held 2 compliance events with site VP's and Dept Chairs (new baseline established)</p> <p>January 2023 - 55 participants May 2023 - 36 participants</p>	<p>Provided Special Education "Bootcamp" trainings on a monthly (8 in total) basis for assistant principals assigned to primarily support Special Education students on each campus.</p>	<p>Additionally, GUHSD provided a two day intensive training prior to the start of the 23/24 school year with the targeted audience being the Special Education assistant principals.</p>
1.1L- Participation of Ed Specialist in 2 SPED professional learning modules for best practices and compliance	<p>NEW-Baseline will be determined during the 2021-22 school year.</p> <p>Avg attendance in 2021-22 - 92.5%</p>	<p>95% participation of all Ed Specialists in Transition Planning and Services. Make up session scheduled for those that were not in attendance.</p> <p>Adjusted the training for our Mild/Mod teachers for 2nd semester and had 90% participation. Moving forward we will continue with 2 trainings per every 2 years for our Ed Specialists.</p>	<p>This school year, the focus was on our Extensive Need Ed Specialist as we planned for an alternative course of study that will lead to an alternative diploma for students that are eligible to take the California Alternative Assessment (CAA).</p> <p>100% of all Special ed departments at each comprehensive site and Elite Academy participated.</p>	<p>100% of teachers conducting Community Based instruction participated in online training on policies, procedures and best practices in CBI</p>	<p>100% participation in training modules.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.2A- As a measure of implementation of the academic content and performance standards adopted by the state board, we will show decreases in D/F rates for all students.	2019/2020 21.9 % of all grades given were a D or F (all students)	2020-2021 - 31.27% 2021-2022 - 22.9%	From 2022-2023 (Semester 1):  22.0% D/F Rate (reduction of nearly 1% in all subject areas)	From 2023-2024 (Both Semesters):  22% D/F Rate (No reduction)	Decrease of 1.5 percentage point per year (4.5% point reduction in 3 years)
1.2B- As a measure of implementation of the academic content and performance standards adopted by the state board, we will show increases in UC/CSU a-g completion.	2020 a-g Completion Rate (Source: Local Data) 48% - All Students 16% - English Learners (EL) 12% - Students with Disabilities	2020-21 A-G Completion Rate (per CDE reported data) included as measure of broad course of study:  All Students: 35.73 % English Learners (EL): 25.16 % Students with Disabilities: 10%  Local Data as measure of broad course of study for 2021-22: All Students: 42% EL: 38% SWD: 11%	2021-22 A-G Completion Rate (per CDE reported data) included as measure of broad course of study:  All Students: 48.0% English Learners (EL): 21.0% Students with Disabilities: 7.5% Foster Youth - 7.7% Socio-economic Disadvantaged - 32.4%	2023 A-G Completion Rate (per CDE reported data) included as measure of broad course of study:  All Students: 49.1% EL: 23.6% SWD: 14.2% Foster Youth: 23.1% Econ Disadvantaged: 42.5%	+6 percentage points over three years (2 percent per year) - All Students +9 percentage points over three years (3 percent per year) - EL and SWD
1.2C- Increase completion of early college credit for students (dual	2019 baseline data 44 students dual enrollment	2021/2022 data is 62 students dual enrollment	2022/2023 data is 462 students in Dual Enrollment/CCAP and	2023/2024  CCAP Enrollment: 772 students enrolled	Increase early college credit earned by our students by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrollment, concurrent enrollment , and articulated credit)	276 students (709 courses) concurrent 66 earned articulated credit New language - In 2019/20, we had 386 students earn early college credit while in high school.	434 students concurrent enrollment and 154 petitions for articulated credit to date (still compiling) equalling 650 students earning early college credit.  In 2022-23 the newly added College and Career Access Program (CCAP) courses will provide new data for increases to early college credit.	411 students in Concurrent Enrollment  Articulated credit for 2022-23 = 151 petitions for credit to date.	296 in the Fall 477 in the Spring  Some students are duplicates because they are taking courses in the Fall and Spring.  Articulated: As of February 2024, there are 1456 students eligible to receive articulated credit	(articulated, dual and concurrent)
1.2D- The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness will be measured using the College and Career Readiness Indicator from CA Dashboard.	Students with Disabilities: 6.8	2020-21 SWD: 16.80 (ELA) and 5.22 (Math)  2020-21 Homeless/Foster: 64.29 (ELA) and 11.11 (Math)  Includes Conditionally Ready and Ready	2021-22 Test Data % Met + % Exceeded (for EAP)  SBAC ELA All Students: 58.66% EL: 10.05% SWD: 19.41%  SBAC Math All Students: 28.74% EL: 1.04% SWD: 5.79%  Includes Conditionally Ready and Ready	2023-2024 Test Data % Met + % Exceeded (for EAP)  SBAC ELA All Students: 52.19% EL: 8.71% SWD: 15.26%  SBAC Math: All Students: 25.90% EL: 3.14% SWD: 5.09%  Includes Conditionally Ready and Ready	All Students Increase by 2 percentage points per year for a total of 6 percentage points over three years.  Foster Youth and Students with Disabilities Increase by 5 percentage points per year for a total of 15 percentage points over three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.3A- Number of students improving grades based on credit repair	2020/2021 Baseline: 1125 positive grade changes (differences between posted grades at semester and final transcript grade in subsequent semester)	Preliminary Data for 2021-22: 1629 Grade Differences	2023 Data (excluding Acellus courses): 1214 positive grade changes	2024 Data (excluding Acellus courses): 1043 positive grade changes	Increase of 58 positive grade changes per year
1.3B- Passing rates on credit recovery courses	2019/2020 Baseline: 93 percent of students receiving a passing grade (A to D) in credit recovery course (Acellus)	2020-2021: 82.22%  Local Data for 2021-22 A/B/C rate for Acellus courses: 85.1%	2022 Passing Rates for Credit Recovery Courses (includes courses from semesters 1 and 2, excludes summer school, includes A, B, C, D, and CR): 69.2%	2024 Passing Rates for Credit Recovery: 66.8%  Data includes D's.	Increase of 1 percent per year (3 percent over three years) or maintain at 97 percent.
1.3C- Dropout Rate	2019-20 Dropout Rate: 9.4 (All Students) 16.9 (English Learners) 12.2 (Students with Disabilities) 22.5 (Homeless) 9.1 (Foster)	2020-2021 Dropout Rate Data All Students: 11.21% EL: 19.14% SWD: 9.48 % Foster: 30.00% Homeless: 24.34%  2021-22 Dropout data will be available from the CDE in the Fall.	2021-2022 Dropout Rate Data All Students: 8.8% EL: 15.9% SWD: 11.5 % Foster: 30.4 % Homeless: 25.0 %	2022-2023 Dropout Rate Data  All Students: 14.9% EL: 28.1% SWD: 27.7 % Foster: 48 % Homeless: 28.3 %  Final 2024 data not yet available.	Reduction of 1 percentage point per year for three years (including subgroups)
1.4A- The percentage of pupils who participate in, and demonstrate college	63% College-going Rate (All Students) (National Clearinghouse Data)	From 2021 graduates: 61% (immediately after high school graduation)	From 2022 graduates: 59% (immediately after high school graduation)	From 2023 graduates: 68% (immediately after high school graduation)	+6 percent points over three years (2 percent per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness will be measured using College-going rates.	percent of students enrolling in a post-secondary option immediately after high school (Fall following graduation)				
1.4B- Usage of Xello tool by all students	2020-2021 - New program so baseline is 0	As of today there are 12,000 unique student logins. Enrollment in GUHSD is almost 17,000.	GUHSD has chosen to use a different tool in 2023-24. There was little to no usage in 2022-23.	GUHSD has adopted CCGI (California College Guidance Initiative) and the platform <a href="http://Californiacolleges.edu">Californiacolleges.edu</a> for the college & career planning tool for all students	100% participation
1.4C- CCI on dashboard for ELs, SWD, Homeless/Foster Youth, and low income	2019 Baseline: All Students: 42.8 EL: 13.8 SWD: 6.8 Homeless: 27 Foster: 8.6	2020 Dashboard Data All Students: 41.6 EL: 14.6 SWD: 7 Homeless: 18.4 Foster: 13.5	No CCI measures were produced with the 2022 State Dashboards	2023 CCI Dashboard indicators: All Students: 37.5 EL: 8 SWD: 6.8 Homeless: 19.8 Foster: 8	Increase by 1.5 percentage points per year (4.5 points total) for all student groups
1.4D- Increase number of students completing Financial Aid applications for Post-Secondary Institutions	46% of our 2021 graduates completed a FAFSA or CADAA Application	47.3% of our 2022 graduates completed a FAFSA or CADAA application as of May 3, 2022.	60% of our 2023 graduates completed the FAFSA or CADAA as of June 6, 2023	59% FAFSA/CADAA Submissions 55% FAFSA/CADAA Completions	Increase by 5% the total number of seniors completing their FAFSA/CADAA applications

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				53% Cal Grant Completions	
1.4E- Advanced Placement/International Baccalaureate participation and passage rates	Passing Rate: 2020 Baseline: 60 percent Participation: 2020 Baseline: 51 percent of graduates taken at least 1 AP/IB course	2020-2021 Passing Rate: 50.2% Participation Rate: 54.2%  To be updated when data is received in the Fall for 2021-22.	2021-2022  AP Passing Rate: 62% Participation Rate: 46.8%	Spring 2023 Data  AP Passing Rate: 64%  AP Participation Rate: 53%	Passing Scores: Increase 1.5 percent per year (4.5 percent over three years) Participation: Increase by 1.5 percent per year (total of 4.5 percent over three years)
1.5A- CTE Perkins Teacher Matrix	2020-21 Baseline 100% HQ teachers with appropriate CTE credential	100% at end of semester 1  100% at the end of semester 2, 2021-22.	100% in 2022-23	100% in 2023-24	Maintain 100% HQ Teachers with appropriate CTE credentials.
1.5B- Participation in CTE Professional Learning	83% of CTE teachers participated in at least one CTE professional learning session in 2020-21(GUHSD CTE Activity Report data)	82% of CTE teachers participated in a CTE professional learning session in 2021-22	96% of CTE teachers participated in a CTE professional learning session in 2022-23	91% of CTE teachers participated in a CTE professional learning session over a three year period.	Increase participation rate to 88% over three year period
1.5C- Increase number of CTE Completers	93% overall CTE completers in 2019-20 (Perkins CLNA data report)	75% overall CTE Completion rate for 2021-2022	84% overall CTE Completion rate for 2022-23.	81% overall CTE completion rate for 2023-24.	Increase CTE completion rate 2% over a three-year period

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.5D- Increase industry certifications	12% of total CTE participants who earned an industry recognized credential in 2019-2020 (GUHSD Activity Report data)	Total industry certifications earned in 2021-22 = 2,500 (students can earn multiple certificates). 19.45% of total CTE participants who earned an industry recognized credential in 2021-22 (GUHSD Activity Report data)  Total = 66% at year's end ** Based on new calculation formula	Total industry certification earned in 2022-2023 = 3,373 (students can earn multiple certificates)  Industry certifications YTD earned in 2022-23 = 19.55%- this number will increase by June 7, 2023.  Total = 87% at year's end ** Based on new calculation formula	Total industry certification earned in 2023-2024 = 3516 (students can earn multiple certificates)  Total = 91% at year's end ** Based on new calculation formula	Increase the total of CTE participants who earn an industry recognized credential to 15% over three year period
1.5E- Increase enrollment in CTE pathways of underrepresented populations: SWD, EL, Homeless, Foster Youth, and low income students	Baseline: 2019-20 All students 25% EL 9.2% Homeless 6.1% Foster Youth 13.3% SWD 11.4% (Perkins CLNA data report)	Enrollment = 4,076 EL = 7.3% Homeless = 2.9% Foster Youth = .2% SWD = 14.5%	2021-22 enrollment: 3,855 EL = 7% Homeless = .05% Foster Youth = 0% SWD = 15%	Overall enrollment dropped from 4,076 to 3,851  EL dropped from 9.2% to 7%  Homeless dropped from 6.1% to .05  Foster youth dropped from 13.3% to 0%  SWD increased from 11.4% to 13%	Increase All Students 30% EL 13% Homeless 10% Foster Youth 17% SWD 15% Over a three year period

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.5F- Expand business and industry partnerships	150 business/industry partners in 2019-20 (GUHSD business/industry partner list)	40 business partners participated in Fall semester (2021)  Total business partners for 2021-22 = 138.	72 business partners participated in Fall semester (2022)  Total business partners for 2022-23 = 165	37 Business partners participated in Fall semester (2023)  Total business partners for 2023-2024 = 186	Increase the total business/industry partners to 225 over a three year period
1.5G- Percentage of students who respond to survey and percentage of students who continue in pathway of study (trade schools, continuing education)	For 2020 CTE completers/graduates, 50% response to survey (Perkins E2 data) For 2020 CTE completers/graduate, 50% of respondents in military, employed, or pursuing education in a field related to their high school CTE Pathway (Perkins E2 data)	For 2021 CTE completers/graduates, 53.95% (Perkins E2 data) For 2021 CTE completers/graduates, 34.48% of respondents in military, employed, or pursuing education in a field related to their high school CTE pathway (Perkins E2 data)	For 2022 CTE completers/graduates 49.59% (Perkins E2 data) For 2022 CTE completers/graduates 40.52% of respondents in military, employed, or pursuing education in a field related to their high school CTE pathway (Perkins E2 data)	Dropped from 50% to 31.85%	Increase to 60% response from CTE completers/graduates to survey over a three year period  Increase to 60% of completers/graduates who go into military, employed, or pursuing education in a field related to their high school CTE pathway over a three year period
1.6A- Programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining	2020 Baseline: 15% of all EL students scoring at Level 4 <5 Years in US Schools: 13.0% (Level 4)	Spring 2021 Data 19.7% of all EL students scoring at level 4	2022 Data: 16.7% of all EL students scored at level 4; <5 years in US: 8.9%	Mid Year 2023 Data: 17.33% of all EL Students scored at level 4; =5 Years in US: 22.19%	< 5 yrs in US schools: +2 percent per year for three years (6 percentage point total increase)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic content knowledge and English language as measured on the ELPAC.	>5 Years in US Schools: 16.5% (Level 4)	<5 years in US Schools - Level 4: 17.43% >5 years in US Schools - Level 4 (LTELs): 22.1%  SPRING 2022 DATA FOR ELPAC WILL NOT BE AVAILABLE UNTIL JULY OF 2022.	>=5 years in US: 20.34%	Final 2024 data not yet available.	
1.6B- Improve numbers/percent of Reclassified ELs	2020-21 Baseline Reclassified as Fluent English Proficient - 12.5%	As of beginning of Spring 2022 the number of students reclassified as Fluent English Proficient - 7.39%  DUE TO DISTANCE LEARNING AND REMOTE TESTING, MANY STUDENTS WERE NOT ABLE TO TAKE THE SUMMATIVE ELPAC IN SPRING OF 2021, THUS IMPACTING OUR RECLASSIFICATION NUMBERS	As of end of Spring 2023 the number of students reclassified as Fluent English Proficient - 21%  In the 2022-23 school year, CDE was able to certify ELPAC Summative Assessment at a much quicker rate and thus we were able to evaluate for reclassification twice this school year. Because of this, we were able to reclassify half again as many students as in the fall.	As of end of Spring 2024 the number of students reclassified as Fluent English Proficient - 13.4 %	Increase over three years to 18.5% of ELs reclassified as Fluent English Proficient or 3% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.6C- dELD and iELD enrollment numbers	2020-21 Baseline of ELs enrolled in dELD - 49% 2020-21 Baseline of ELs enrolled in iELD - 100%	2021-22 EL's enrolled in dELD: 57% EL's enrolled in iELD: 100%	2022-2023 EL's enrolled in dELD: 64.98% EL's enrolled in iELD: 100%	2023-2024 EL's enrolled in dELD: 68% EL's enrolled in iELD: 100%	Increase over three years to 75% of ELs enrolled in dELD or 8.67% per year. Maintain 100% over three years for all.
1.6D- English Learner A-G Completion	2020 Baseline: 16 percent of English Learners met the UC/CSU a-g subject requirements	2020-2021 25.16 % (English Learners) per CDE reported data  Incomplete Local Data for 2021-22 - EL a-g Completion Rate: 8.0%	2021-2022 a-g Completion Rate for EL: 21.0%	2022-2023 Completion Rate for EL: 23.6%  Final 2024 data not yet available.	Increase of 1.5 percentage points per year over three years (4.5 percentage point total)
1.6E- English Learner D/F Rates	2020 Baseline: 42.9 of grades given to EL students were either a D or F	2020-2021 57.23% EL D/F Rate  Local Data for 2021-22 EL D/F Rate (41.9%)	2023: 44.0% of grades given to EL students were either a D or F	2024: 43.0% of grades given to EL students were either a D or F	Decrease D/F rate for EL students in by 2 percent per year (6 percent in 3 years)
1.6F- English Learner Performance Indicato	2019 Baseline (from CDE Dashboard) 38.9 making progress toward language proficiency.	2020-21 ELPAC Summative Assessment (in lieu of State Dashboard ELPI metric): 19.7% Proficient	2022 Dashboard Outcome: Low Status: 47.7% at Level 4 or Increased	2023 Dashboard Outcome: Low Status: 44.3% at Level 4 or Increased	Increase in percentage of EL students making progress in English Language proficiency of 2 percent points per year (6 percentage points over three years) as measured

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					by CDE dashboard data.
1.7A- Increase the number of full-time equivalent teachers, classified personnel, and teaching aides, and the number of pupils served using Prop 28 funds	2022-2023 - No staff or students are currently being served by Prop 28 funds.	N/A	New baseline year established 2022-23 - 0 FTE classified and certificated hired for program.	2023-2024 Prop. 28 funds allowed schools sites to add 9.4 FTE for the 23-24 school year.  Schools hired Teaching aides (Performance Experts-- 63 for the 23-24 school year.  Students Served for the 23-24 school year: 5,698	Increase in FTE by 5% by the end of the 2023-24 school year.

## Goal Analysis

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

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

Action/Metric 1.1A-L - The GUSHD has made the recruitment, hiring, and training of quality teachers a priority. This past year human resources convened a committee of district administrators from across the district to "invest in our most valuable asset" with the defining objectives of getting better with a purpose and hiring and evaluating to our core values of caring, collaboration, and innovation in mind. To this end we offered a teacher induction program for probationary teachers, utilized instructional coaches at 10 of our school sites, and recognized employees who exhibited our core values.

Action/Metric 1.2A - As a measure of implementation of the academic content and performance standards adopted by the state board, we will show decreases in D/F rates for all students. In its pursuit of providing all students with relevant, equitable, and high-quality educational programs that empower each student to build the best future, the GUHSD utilized several strategies to achieve this goal. We continued to

utilize curriculum specialists in the areas of English Language Arts, mathematics, science, language support, VAPA, and CTE to support teachers to provide quality first instruction in these areas. This has included ongoing professional development geared toward ensuring the appropriate California content standards in these areas are being taught utilizing the most up to date instructional practices. For example, the math curriculum specialist worked throughout the year with teachers as participating school sites with the implementation of integrated mathematics curriculum and instruction focusing on student centered classrooms where students are talking about math and thinking about the mathematical concepts being taught. Science teachers continue to expand their knowledge and skill with the NGSS 3D model, specifically focusing on the use of phenomenon to access the 3 dimensions. Tools such as GIZMOS STEM simulations and virtual labs have provided teachers and students with increased access through technology to the NGSS. VAPA teachers undertook several large projects this year to increase their knowledge and use of the California content standards and to update and align course descriptions and outlines to them. All subject areas continued to expand teachers' knowledge and use of Universal Design for Learning instructional practices to meet the varied needs of the ever increasing needs of the range of students in their classrooms. As a result of these continuing efforts, student grades as measured by D/F rates have improved across the district, albeit below the sought after goal. One area of promise was in science classes where the D/F rate decreased by 2.99% after the first semester when compared to the prior same semester.

Action/Metric 1.2B - As a measure of implementation of the academic content and performance standards adopted by the state board, we will show increases in UC/CSU a-g completion. With the graduation of the class of 2023, the GUHSD saw its first increase in UC a-g completion rates amongst graduates since the onset of the COVID-19 pandemic. While the overall increase was just 1% amongst all students when compared to the class of 2020 baseline year, increases among historically underserved student populations exceed this rate. This included a 7.6% increase amongst multilingual learners and 2.2% increase amongst students with disabilities. The class of 2023 was the second graduating class where the GUHSD began tracking UC a-g completion rates amongst homeless and foster youth and socioeconomically disadvantaged students who saw increases in completion rates of 15.4% and 10.1% respectively. This may be attributed to the additional counselor hired at each school site using funds from the UC a-g completion improvement grant which was first implemented during the 2021-2022 school year.

Action/Metric 1.2C - The 2022-2023 was the first year GUHSD offered CCAP/Dual Enrollment courses at our high schools. 462 students took a college course in that year. This year, in the 2023-2024 school year, we have 772 students taking a Dual Enrollment course. This is an increase of 310 students, and a 67% increase overall. Our goal was to increase participation by 5%, and we have far exceeded this goal. In the 2022-2023 school year, 908 students were eligible to receive Articulated Credit and 339 students petitioned and received it. In the 2023-2024 school year, so far 1456 students are eligible, but we will not have our petition numbers until June 2024. In the eligibility area alone, we have an increase of 548 students, and a 60% increase overall. Our goal was to increase participation by 5%, and we have far exceeded this goal.

Action/Metric 1.3 A-C - As a measure of implementation of the GUHSD's ability to improve its relevant, equitable, and high-quality educational programs we continued to offer several opportunities for students to improve grades and/or earn credit towards graduation through grade repair and credit recovery opportunities. School sites continue to find the best processes for offering successful grade repair opportunities. During the 2023-24 school year the GUHSD switched on-line credit recovery providers from Acellus back to Edgenuity, a program we had used before and that was popular with our students and staff.

Action/Metric 1.4B - In the summer of 2023, GUHSD ended our contract with Xello, the company that was providing a post-secondary planning online tool for students. We signed a contract with the California College Guidance Initiative (CCGI) to replace Xello, as the state of California has included this tool in the state budget and is free to all districts. We have been working all year on the onboarding process, and will be “live” this Fall 2024.

Action/Metric 1.4D - In the 2023-2024 school year, the US Department of Education announced that the FAFSA and CADAA applications would be revised. The original date of accessing the applications by October 1st was delayed until December 31st. Once the application was available, many problems arose for students and families trying to access and/or complete the applications. The deadline to apply for financial aid was then moved from March 2nd, to April 2nd and finally May 2nd as a result of all of the complications. Therefore, our district data was just released and currently, the data is a decrease from previous years.

Action/Metrics 1.5 A-G - Overall, CTE programs have improved over the past three years. We met our goal of providing high quality teachers by maintaining 100% of our teachers holding the proper CTE credential, and we increased our CTE teacher participation rate (91% average over a three year period) in CTE professional learning sessions, surpassing our goal of 88%. In addition, we increased the number of industry-recognized credentials earned by students each year for the last three years. Some areas of concern include our metrics around enrollment. While we had goals to increase overall enrollment in CTE programs, including increasing enrollment for special populations, and a goal of increasing the number of CTE completers, we were not able to meet these goals. Changes in the second year PE requirement and the addition of more electives as a result of Prop 28 are starting to impact student choice and space in their schedules for additional courses. In addition, there is declining enrollment in the district which is reflected in declining enrollment in our programs. One area of growth in enrollment is our SWD. Enrollment for SWD increased from 11.4% in 2019-20 to 13% in 2022-23. We are also struggling to get graduates to respond to our post graduation survey so we can track the number of CTE completers who continue in their pathway of study. We have a survey that we request students to complete and then follow up with phone calls for those students who do not complete the survey.

Action/Metrics 1.6 A-F - A point of celebration is the number of students we were able to reclassify as fluent English proficient over the past three years. We are proud of the work that students, teachers, and staff have done to make this happen. An unintended consequence of reclassifying those students who were ready and meeting the criteria, and pairing the reality of all the newcomers we have received over the last three years, what we end up with is a group of students who are clearly in need of language acquisition support. Our goal is always to accelerate those newcomers who have just arrived, while also supporting our long term English learners and their needs for academic language support. With our English learner subgroup reflecting students who are in need of the most substantial linguistic supports, allows us to be able to provide targeted professional learning support for teachers who teach dELD. As the data shows, we have fallen back in our results on the number of students attaining a 4 and making progress in the ELPAC. Our focus needs to be around supporting teachers and administrators on their knowledge of language acquisition, ELD standards, and the use of Universal Design for Learning (UDL) as a means for delivering instruction. Additionally our current outcomes show that dELD teachers cannot be the only ones providing language acquisition instruction to our ELs. Integrated teachers make up ? of a student’s school day while dELD is only ? of their day. Although we have begun to implement UDL as a district, more work needs to be done around teaching, supporting, and coaching iELD teachers with how to provide substantial linguistic supports to students. These actions have shown a positive increase in English Learner outcomes and teacher understanding of the needs of English learners, and have additionally shown that more work needs to be done.

Action/Metric 1.7A - Prop. 28 (Arts and Music in Schools) ensures that each school site receives an allotment of funds for Arts Education. Each allotment is for a 3-year period, so schools have until June 2026 to spend the money they received this year. School sites have full oversight as to how the money is spent. The funding stipulates that at least 80% of the funds must be spent on Classified and Certificated personnel and 19% on Instructional Materials, Educational Supplies, and Professional Development. Schools created a vision and plan for how these funds would supplement current arts staff and budgets. Challenges for implementation included lack of concrete details from the CDE regarding funds disbursement, auditing information and accounting expectations. Successes included many schools beginning meaningful dialogue as to the goals for Visual and Performing Arts at their site. For the 23-24 school year, the sites added 48 sections of Visual and Performing Arts classes, including 5 full-time teachers. In addition, over 60 performance experts were hired to support instruction in classrooms and programs.

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

1.1 - Expenditures were higher due to increases in salary for 2023-24 also due to hiring more teachers and support staff for English Learners and students with disabilities.

1.4 - Expenditures were lower because our contract with Xello for \$73,000.00 was ended in July 2023. The district contracted with CCGI in lieu of Xello as the State of California provided CCGI for all district at no cost.

1.7 - Expenditures were lower as a result of the difficulties of hiring VAPA personnel in a very short period of time. Credentialed teachers in this area are in high demand as a result of this large infusion of target supported. It should also be noted that these funds are able to be used over a period of three years.

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

Action 1.1 - This past year the two GUHSD schools who have annual Williams Compliance Visits had no finding as to high qualified teachers. This past year human resources convened a committee of district administrators from across the district to "invest in our most valuable asset" with the defining objectives of getting better with a purpose and hiring and evaluating to our core values of caring, collaboration, and innovation in mind. To this end we offered a teacher induction program for probationary teachers, utilized instructional coaches at 10 of our school sites, and recognized employees who exhibited our core values. 40 GUHSD teachers completed their two-year induction cycle with 39 still employed with us. 53 GUHSD teachers completed their first-year induction cycle with 45 still employed with us. The GUSHD has made the recruitment, hiring, and training of quality teachers a priority. Many first year teachers were working under temporary contracts and not retained due to reductions in force in the central office which resulted in staff returning to teaching assignments at various school sites.

Action1.2 - As a measure of implementation of the academic content and performance standards adopted by the state board, we will show increases in UC/CSU a-g completion. With the graduation of the class of 2023, the GUHSD saw its first increase in UC a-g completion rates amongst graduates since the onset of the COVID-19 pandemic. While the overall increase was just 1% amongst all students when compared to the class of 2020 baseline year, increases among historically underserved student populations exceed this rate. This included a 7.6% increase amongst multilingual learners and 2.2% increase amongst students with disabilities. The class of 2023 was the second graduating class where the GUHSD began tracking UC a-g completion rates amongst homeless and foster youth and socioeconomically disadvantaged students who saw increases in completion rates of 15.4% and 10.1% respectively. This may be attributed to the additional counselor hired at each school site using funds from the UC a-g completion improvement grant which was first implemented during the 2021-2022 school year. The 2022-2023 was the first year GUHSD offered CCAP/Dual Enrollment courses at our high schools. 462 students took a college course in that year. This year, in the 2023-2024 school year, we have 772 students taking a Dual Enrollment course. This is an increase of 310 students, and a 67% increase overall. Our goal was to increase participation by 5%, and we have far exceeded this goal. In the 2022-2023 school year, 908 students were eligible to receive Articulated Credit and 339 students petitioned and received it. In the 2023-2024 school year, so far 1456 students are eligible, but we will not have our petition numbers until June 2024. In the eligibility area alone, we have an increase of 548 students, and a 60% increase overall. Our goal was to increase participation by 5%, and we have far exceeded this goal.

Action 1.3 - As a measure of implementation of the GUHSD's ability to improve its relevant, equitable, and high-quality educational programs we continued to offer several opportunities for students to improve grades and/or earn credit towards graduation through grade repair and credit recovery opportunities. While the number of students repairing grades did not meet the goal for the action/metric that may not be considered a negative. This may be the result of fewer students needing grade repair as a result of quality first teaching, changes to grading policies via targeted professional development in the area, or our continuing implementation of UDL in our district. Additionally, students continue to benefit from credit recovery options which primarily comes from Edgenuity on-line courses and summer school with nearly 70% of Edgenuity courses attempted by students earning passing grades. An area of concern was the dropout rate for the class of 2023 students. Without further investigation we can only speculate as to why this cohort saw increases across multiple student groups. Perhaps the lingering affects of the pandemic when these students were in grades 9 and 10.

Action 1.4 - In the summer of 2023, GUHSD ended our contract with Xello, the company that was providing a post-secondary planning online tool for students. We signed a contract with the California College Guidance Initiative (CCGI) to replace Xello, as the state of California has included this tool in the state budget and is free to all districts. We have been working all year on the onboarding process, and will be "live" this Fall 2024. In the 2023-2024 school year, the US Department of Education announced that the FAFSA and CADAA applications would be revised. The original date of accessing the applications by October 1st was delayed until December 31st. Once the application was available, many problems arose for students and families trying to access and/or complete the applications. The deadline to apply for financial aid was then moved from March 2nd, to April 2nd and finally May 2nd as a result of all of the complications. Therefore, our district data was just released and currently, the data is a decrease from previous years. The AP passing rate increased to 70%, which exceeds the goal of a 4.5% increase over 3 years.

Action1.5 - We struggle with getting graduates to respond to our post graduation survey. We use the survey and phone calls to help measure the effectiveness of our CTE pathways - do students continue on with their pathway of study in postsecondary education? This is difficult to measure because it is difficult to track students once they leave our system. We are working with the community college district to track our

students that move on to the Career Education programs; however, not all of our students move on to just one community college district. We are working on the most effective way to track students post graduation.

In CTE, we rely on our business partners to help keep our programs relevant, equitable, and high-quality. One of our metrics is to expand business and industry partnerships. This metric is difficult to measure because we have business partners that participate in varying levels from guest speakers to industry tours to mentorships to internships. We have a partnership agreement form; however, not all of our partners complete the form because they may participate as a one-time guest speaker so we have more business partner participation than the signed agreements indicate. Based on the feedback we receive from our partners at our advisory meetings and through our surveys, we are on track to provide relevant, equitable, and high quality programs. Our partners suggest we provide more work readiness training; therefore, we started using online work readiness curriculum modules. As a result, in 2023-24, 2,042 employability skills certifications have been earned by students. While we may not have met our metric for expanding our business and industry partnerships, we have listened to their advice and have a measure to support work readiness preparedness for our students.

The actions are grouped around CTE help with the analysis of the effectiveness of providing relevant, equitable, and high-quality educational programs that empower each student to build the best future. While the metrics provide a snapshot of our pathway programs, the metrics are not a complete picture. The metrics that are tied to enrollment and completion are a snapshot of the size of the program, but not necessarily the quality of the program and also reflect the declining enrollment in the district. The quality of the teachers, the professional learning participation, the increase in industry-recognized credentials, and the industry partner involvement help describe the quality of the programs and demonstrate how we strive to keep our programs relevant and up to industry standards. To help with transparency and equity, the demographic data demonstrates that the CTE enrollment by ethnicity is closely aligned to the district demographic data (2022-23): African American enrollment in CTE = 5.24%, district = 5.06%, Asian in CTE = 4.59%, district = 4.77%, Hispanic in CTE = 42.98%, district = 42.29%, White in CTE = 39.06%, district = 40.62%. While CTE aligns by ethnic breakdown, we have more work to do to align with our special populations.

We will continue to make inroads in implementing the California EL Roadmap to establish district and school systems that support English learners while also supporting iELD and dELD teachers in developing high-quality first instruction that incorporates the appropriate linguistic supports for all English learners, which speaks directly to principle 2 of the California EL Roadmap.

Action 1.6 - With our English learner subgroup reflecting students who are in need of the most substantial linguistic supports, allows us to be able to provide targeted professional learning support for teachers who teach dELD. As the data shows, we have fallen back in our results on the number of students attaining a 4 and making progress in the ELPAC. Our focus needs to be around supporting teachers and administrators on their knowledge of language acquisition, ELD standards, and the use of Universal Design for Learning (UDL) as a means for delivering instruction. Additionally our current outcomes show that dELD teachers cannot be the only ones providing language acquisition instruction to our ELs. Integrated teachers make up 83% of a student's school day while dELD is only 17% of their day. Although we have begun to implement UDL as a district, more work needs to be done around teaching, supporting, and coaching iELD teachers with how to provide substantial linguistic supports to students. These actions have shown a positive increase in English Learner outcomes and teacher understanding of the needs of English learners, and have additionally shown that more work needs to be done.

Action 1.7 - As this action was added for this year, we made expected progress toward the goal in hiring staff and were happy with the service of approximately 400 students in VAPA courses above the prior year.

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

Students are successful in CTE classes as reflected in the higher pass rates for CTE courses as compared to the district-wide pass rates. In 2022-23, the pass rate for all GUHSD students was 78% while the pass rate for CTE students overall was 87%. For students with disabilities, the overall district-wide pass rate was 68%, and the pass rate for CTE students with disabilities was 76%. The same is true for English Language learners. The overall district-wide pass rate for EL students was 56%, and the pass rate for CTE EL learners was 66%. Our metrics reflect our goal of providing relevant, equitable, and high-quality education programs, and we continue to work on strategies that will help us achieve these goals. CTE teachers update their student support plans annually, so students from our special populations have additional support in pathway programs, and the pass rates reflect how this additional support increases success rates. To help increase enrollment of students from underrepresented populations in our CTE pathways, we have tried various strategies. For EL students, we started a new Patient Care pathway at ECV. For this pathway, EL students receive their dELD instruction within a two-hour block CTE class. Students develop their language skills and receive their support through the context of CTE. This allows students to bypass the dELD support class and take that period as part of a CTE pathway. Students are engaged in the pathway and have access to all of the work based learning opportunities, including the summer Certified Nursing Assistant (CNA) program at the Health Occupations Center. Upon successful completion of the CNA program, students can gain employment in the healthcare field or enroll in postsecondary medical programs. This program provides more equitable access to our CTE programs and work based learning activities, and we are exploring ways we can scale up this model in other pathways. To help recruit young women in our STEM pathways, we created a recruitment task. We conducted empathy interviews with female students in our STEM pathways and asked about their experiences and what influenced them to enroll in CTE. Many commented that it helped them to see teachers that “looked like them” in their pathways. Others said they were personally invited by the teacher of the pathway to enroll. As a result of the feedback, we started hosting a webinar called “Young Women in STEM.” We have women in STEM careers on a panel, and they discuss how they got into their careers, education needed, and they share advice. The response has been very positive. One of our computer science teachers has received the AP Computer Science Female Diversity Award by the College Board for improving gender representation in computer science. We will continue to work on increasing our enrollment in CTE for all students, and especially those students from our underrepresented populations.

We will continue to make inroads in implementing the California EL Roadmap to establish district and school systems that support English learners while also supporting iELD and dELD teachers in developing high-quality first instruction that incorporates the appropriate linguistic supports for all English learners, which speaks directly to principle 2 of the California EL Roadmap.

**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.**

# Goals and Actions

## Goal

Goal #	Description
2	GUHSD staff will continue to strengthen the safe, supportive learning environments it provides for students and staff, both in person and online.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1A- Family engagement opportunities	2021 - 22 events  NEW-tracking attendance sheets; did not require in 2020-21	October Event - 120 parents participating December event - 12 parents  No spring event held district wide so the numbers reported at mid year are our end of year.	August event - 91 parents September event - 52 parents January events (2) - 350 parents March event - 25 parents	October Event- 116  No spring event held this year.	Parents participate in 4 district-sponsored events with 75% participation
2.1B- CA Healthy Kids Survey (CHKS) School Climate Index (SCI)	Baseline Data for SCI (2020) for school connectedness: 295  **Change in reporting of baseline data (2022) Baseline Data for SCI (2020) for school connectedness (as a percent): 58%	2022 GUHSD Internal Check-in Survey (May 23-27 students and teachers)  How are you feeling today? Energized 10% Pretty Good 42.2% Getting By 35.1 % Struggling 12.7%  How did this week go?	2023 GUHSD Internal Check-in Survey (May 10-17 students and teachers)  How are you feeling today? Energized 12.5% Pretty Good 40% Getting By 36.5% Struggling 11%  How did this week go?	2024 CA Healthy Kids Survey District Climate Indicators  *School Connectedness <ul style="list-style-type: none"> <li>2022: 54%</li> <li>2023: 51%</li> <li>2024: 53%</li> </ul> Academic Motivation <ul style="list-style-type: none"> <li>2022: 59%</li> </ul>	Increase SCI by 4 points per year for a total of 12 points over three years.  **With new reporting of baseline data: Increase SCI percentages by 2 points per year for a total of 6 points over three years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline Data for SCI (2020) for perceived school safety: 58%	1. Great! 20.6% 2. Mostly Good 44.8% 3. Tough 16.5% 4. Overwhelming 18.2%  2022 School Climate Index (Connectedness includes students, teachers and parents): 54%  2022 School Climate Index (Perceived School Safety): 57%  2022 School Climate index (Safety includes students, teachers, and parents):	1. Great! 16.5% 2. Mostly Good 47.5% 3. Tough 23.5% 4. Overwhelming 12.5%  2023 CA Healthy Kids Survey District Climate Indicators  *School Connectedness – 2022: 54 – 2023: 51 Academic Motivation – 2022: 59 – 2023: 58 Caring Adult Relationships – 2022: 58 – 2023: 57 *Perceived School Safety – 2022: 57 – 2023: 53  (*includes students, teachers and parents)	<ul style="list-style-type: none"> <li>• 2023: 58%</li> <li>• 2024: 59%</li> </ul> Perceived School Safety <ul style="list-style-type: none"> <li>• 2022: 57%</li> <li>• 2023: 53%</li> <li>• 2024: 58%</li> </ul>	
2.1C- Thought Exchange	NEW-Baseline will be determined during the 2021-22 school year (percentage of	Approximately 50% of educational partners have participated in	Minimal (less than 25% and in smaller groups)	Thought Exchange used one time in Fall 2023 for the development of this	75% response rate on all thoughtexchange surveys given.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	educational partners responding to surveys via this tool).	ThoughtExchange surveys.	ThoughtExchange conducted in 2022-23.  GUHSDLearns surveys were conducted 5 times this school year.	year's LCAP. Approximately 50% of educational partners participated in ThoughtExchange surveys through this process. At the conclusion of this survey the GUHSD has discontinued the use of Thought Exchange.	
2.1D- Family participation	NEW-Baseline will be determined during the 2021-22 school year.	For the 2021-22 school year, GUHSD held two events. Attendance was less than 10% at district events.  School site events ranged in the area of at least 30-35% but still below average.	For the 2022-23 school year, GUHSD held three events. Attendance was less than 20% at district events  School site events grew some with a turn out of at least 40%.  All events still below average.	For the 2023-24 school year, GUHSD held one events. Attendance was less than 5% at district events  School site events grew some with a turn out of approximately 40% in line with prior years.  All events still below average.	At least 50% per school site of family/parent participation in student/family engagement events.
2.1E- increase promotion of parent/guardian participation including unduplicated pupils and parent/guardians	Baseline - Use of School Messenger 2020-21 - 648,351 email messages, 85,734 phone calls	2021-22 Message Builder Emails - 7,163,283 Voice messages - 235,498	2022-23 Message Builder Emails - Voice messages -	Talking Points Messages 23-24 School Year  FAMILY initiated messages- 18,300	1% growth each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of students with exceptional needs through phone, email and/or Infinite Campus portal inbox messages.	Change to baseline for 2020-21 to use message builder from student information system (Infinite Campus): 2020-21 Message Builder Emails - 8,148,147 Voice messages - 639,191	Note - Numbers down due to 2020-21 being the Covid year and more information was being sent to inform our parent community.  New Tool: Talking Points Since September 2021 FAMILY initiated messages- 8,760 ADMIN messages- 1,864 ALL MESSAGES exchanged between staff and families- 249,577	New Tool: Talking Points Since June 2022 FAMILY initiated messages- 16,981  ADMIN messages- 2,327  ALL MESSAGES exchanged between staff and families- 404,301	ADMIN messages- 4150  TEACHER initiated messages- 11250	
2.2A- Check Your Mood (SDYS)	NEW-Baseline will be determined during the 2021-22 school year.	This survey was not given in 2021-22. We went with our final three week internal checkin data.  GUHSD Internal Check-in Survey (May 23-27)  How are you feeling today? Energized 10% Pretty Good 42.2% Getting By 35.1 %	This survey was not given in 2022-23. We went with our final three week internal checkin data.	100% of counselors were trained in suicide prevention and GUHSD's Suicide Assessment Protocols School counselor held lessons in classes for 9th grade.  Metric has changed. See explanation below (description of changes)	100% implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Struggling 12.7%  How did this week go? 1. Great! 20.6% 2. Mostly Good 44.8% 3. Tough 16.5% 4. Overwhelming 18.2%			
2.2B- Student Surveys (Youth Truth)	NEW-Baseline will be determined during the 2021-22 school year.	We did not end up moving forward with the program for 21-22. We will start up in 2022-23 and create a baseline.	It was decided to use in-house surveys through GUHSD Learns in 2022-2023 and 2023-24.	Surveys continue to be sent out by Learning and Instruction: 2 surveys were administered in the Fall.	Increase in the percentage of students social emotional awareness. Other areas to be determined once baseline is established.
2.2C- Average Attendance rate	2020 baseline for all students: 94.29%	2020-2021 - 88.02%  2021-22 (Local Data): 91%	Approximate 2022-2023 Attendance Rate (Local Data): 91.53%	Approximate 2023-2024 Attendance Rate (Local Data): 91.63%	Increase by 0.5% points per year for three years or maintain 98.5% Average Attendance rate.
2.2D- Chronic Absenteeism	CALPADs 14.1 report (2020) Baseline: 16.67%	2021-2022 - 26.82%  (taken from CALPADS extract)	2022-2023 - 26.54%  (taken from CALPADS extract)	2023-2024 - 25.33%  (taken from CALPADS extract)	Decrease percentage of students missing between 5 and 10% by 1.5 percentage points per year (Total of 4.5% points over three years)
2.3A - Suspension Rates	2019-20 baseline: 3.5% all students	2020-2021 0.4 All Students 0.4 African American	2021-2022 5.2% - All Students	2022-2023 5.5% - All Students (Yellow)	All students - 0.5% decrease per year or maintain a 0.5% total

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8.1% African American students 20.7% Foster Youth students	2.0 - Foster Youth  Data pending release of State data in the Fall; meanwhile the data we have that is used for CDE computation and calculations: All Students 8.5% African American: 19.82% 25.28% Foster/Homeless	11.9% - African American 23.6% - Foster Youth Students	10.8% - SWD (Red) 27.3% - Foster Youth (Red) 14.6% - American Indian (Red) 10.6% - African American (Orange)  From Fall 2023 Dashboard	suspension rate (green or very low on CA dashboard) African American - 1.5% decline per year (4.5% over three years) Foster Youth - 4% decline per year (12 percent over three years)
2.3 B -Expulsion Rates	2019-20 baseline: 0.3% all students 44 total expulsions	2020-21 Expulsion Rate: 0.0% (5 total expulsions)  21-22 Expulsion Rate: 60 expulsions.	2021-2022 Expulsion Rate: 59 expulsions.  22-23: 40 expulsions	2022-2023: 41 expulsions  Although 2023-24 dashboard data is not yet available. We did have a 12% reduction in the # of expulsions between 22-23 and 23-24. 2023-24 = 36	Decrease by 0.25% per year or maintain 0.1% rate
2.4 A- Professional Learning participation (campus supervisors)	NEW-Baseline will be determined during the 2021-22 school year.	Training conducted in Fall and Spring semesters - 100% of campus supervisors (Fall/Spring)	Training conducted in Fall and Spring semesters - 100% of campus supervisors (Fall/Spring)	Training conducted in Fall and Spring semesters - 100% of campus supervisors (Fall/Spring)	100% participation from all campus supervisors each year.

# Goal Analysis

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

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

Action 2.1A - Family Engagement was moving along in the first two years but year three saw a decrease in number of engagements offered. Finding the right personnel to present presented a challenge.

Action/Metric 2.1B - We met our expectations around implementation with the purpose of achieving the goal by increasing administration from two grade levels to three. We felt that having a larger data set would more accurately reflect the perspectives of our students. In order to make the data more relevant to students, we have used the results from CHKS with students at our GUHSD Student Engagement Summits. One continuing challenge we have had is finding the best testing window district-wide to survey students. Another challenge that we face is not being able to follow up with students who may need intervention or can offer feedback because the survey is anonymous.

Action/Metric 2.2A - At the start of the 23/24 school year, the district no longer used the Check Your Mood program and instead implemented our own Suicide Prevention and Awareness program. All school counselors were trained in suicide prevention and awareness, along with being trained in our district Suicide Assessment Protocols. School Counselors then delivered in-class lessons on suicide prevention to all ninth grade students during Semester 1. Time constraints to administer the lessons during Semester 1 created challenges. However, through collaboration with all sites, we were able to provide the instruction to all ninth graders.

Action/Metric 2.2B - In an effort to provide students agency in the learning and to seek feedback the GUHSD has regularly administered student surveys. This year two surveys were administered to gather meaningful feedback from our students. This information is then used to provide feedback to the district, school site, and even individual teachers when necessary and appropriate. Feedback related to homework, the amount of school work, and even school lunches are regular topics of the surveys.

Action/Metric 2.4A - In addition to 100% of Campus Supervisors having Sb390 training: 50 of 58 Campus Supervisors (Approximately 86%) attended additional, newly-established training in Fall 2023. Part of the training was mandatory and part was voluntary. Four Campus Supervisors have attended Jay Farrington's Leadership Foundation Course, a 5-day long comprehensive leadership development course. The Leadership Foundation Course is a 5 day Leadership journey that benefits all classified and certified staff in their role in the education environment. This interactive course is designed to take participants from ground zero to Dynamic Leader in a short amount of time, allowing them to immediately apply what they learn at work and at home. Participants will gain a unique understanding of themselves through key self assessments such as DISC & Emotional Intelligence. Participants will learn essential real world leadership skills to include: understanding various personality types and communication styles, the value of getting to know your team personally and professionally, and what it means to be "Fit to Lead."

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.

2.2 - Expenditures were lower due to the challenges of hiring and retaining mental health specialists. Across eight sites there were periods where time where positions were vacant while replacement staff went through the hiring process. The resulted in lower costs when vacancies were unfilled. Additionally, the overall contracted cost for services were lower than originally anticipated.

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

Action 2.1 - According to the CHKS data, it appears at first glance that we were not as effective as we would have liked with our goal of improving student perceptions of school connectedness and perceived school safety. That being said, we also acknowledge that the population of students taking the survey each year changes so we cannot measure how the perceptions of individual students have changed over the years. Considering the decline in behavior and mental health that has affected our students since Covid, we see the consistent numbers on school connectedness and perceived school safety as a positive indicator.

Action 2.2 - At the start of the 23/24 school year, the district no longer used the Check Your Mood program and instead implemented our own Suicide Prevention and Awareness program. All school counselors were trained in suicide prevention and awareness, along with being trained in our district Suicide Assessment Protocols. School Counselors then delivered in-class lessons on suicide prevention to all ninth grade students during Semester 1. Time constraints to administer the lessons during Semester 1 created challenges. However, through collaboration with all sites, we were able to provide the instruction to all ninth graders.

Action 2.3 - The district continues to evaluate our behavior response and practices and has continued to see a decline in the number of overall suspensions and expulsions. In 2023-24 the district held Summits on 9 campuses. Summits were events designed to help students feel more connected to their school community, focused on topics such as empathy and respect. We also partnered with Wellness Together to provide additional mental health support on our campuses for students.

Action 2.4 - The action was effective, as we maintained 100% compliance on SB390 training and provided additional annual training in the fall.

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

In order to help students reconnect to their school, classmates and community, the district developed a program called Student Summits with a variety of activities to promote connection and wellness. Student Connection Summits are designed to support students' in feeling more connected to their school and community through activities specifically designed to build empathy, understanding and connection. In 23-24, the program was offered at 8 schools to mostly 10 grades student bodies. The district has also committed general fund and Title I funds to

expand Summits districtwide for sites that wish to continue the program. Student Support Services TOSA was eliminated for GUHSD interventions as a replacement for Mending Matters.

At the start of the 23/24 school year, the district no longer used the Check Your Mood program and instead implemented our own Suicide Prevention and Awareness program. All school counselors were trained in suicide prevention and awareness, along with being trained in our district Suicide Assessment Protocols. School Counselors then delivered in-class lessons on suicide prevention to all ninth grade students during Semester 1. Time constraints to administer the lessons during Semester 1 created challenges. However, through collaboration with all sites, we were able to provide the instruction to all ninth graders.

**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.**

# Goals and Actions

## Goal

Goal #	Description
3	To reinforce its culture of innovation, collaboration, and care for student wellness and success, GUHSD staff will provide and participate in continuous professional learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1A- Learning-Centered Grading workshops (participation and modifying teaching practices)	NEW-Baseline will be determined during the 2021-22 school year for teachers modifying their practices after participating.  2021-10% participation	15% of teachers participated	40% of teachers participated in grading workshops. Approximately 20% of teachers have modified grading practices.	No additional workshops have been offered in 2023-24. However, the number of teachers integrated modified grading practices, continues to increase. Approximately 40% of teachers.	60% of teachers participating in book studies. Outcome (for modifying practices) to be determined once baseline is established in the 2021-22 school year.
3.1B- Participation in Course Representation workshops	Baseline number of ELA and Soc. Science teachers participating: ELA-40% Soc. Science-0%	85% of ELA Teachers 25% of Social Studies Teachers	No additional Course Representation workshops were offered in 2022-23 and will not continue in 2023-24.	No additional Course Representation workshops were offered.	100% ELA and Soc. Science teachers participating
3.1C- Universal Design for Learning (UDL) participation rates	2020 baseline: 100% participation	20% for 2021-22	60% of teachers received some element of UDL training in 2022-23.	Over 350 teachers participated in some type of UDL training this year. This includes site-based PD, induction workshops, co-	Maintain 100% participation for UDL professional learning.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>teaching workshops, and EL Workshops.</p> <p>This would result in approximately 44% of GUHSD teachers participating in elements of UDL training.</p>	
<p>3.2A- Attendance and offerings of EL Professional Learning</p> <p>Added in 2021-22 One to one teacher coaching: iELD teacher and EL Curriculum Specialist</p>	<p>iELD PL Offerings - 6 professional learning opportunities</p> <p>dELD PL Offerings - 3 professional learning opportunities</p> <p>% of unique teachers who attended one or more EL PL - 11% of all teachers</p>	<p>For 2021-22</p> <p>iELD PL Offerings - 7 professional learning opportunities</p> <p>% of unique teachers who attended one or more EL PL - 61 of all teachers (raw number)</p> <p>1:1 Coaching with EL Curriculum Specialist</p> <p>dELD PL Offerings - 3 professional learning opportunities</p>	<p>For 2022-23</p> <p>iELD PL Offerings - 8 professional learning opportunities</p> <p>% of unique teachers who attended one or more EL PL - 66 of all teachers (raw number)</p> <p>1:1 Coaching with EL Curriculum Specialist</p> <p>dELD PL Offerings - 3 professional learning opportunities</p>	<p>For school year 2023-24 Data:</p> <p>Number of unique teachers who attended dELD was 51. That represents dELD teachers as well as EL Coordinators learning about language acquisition.</p> <p>Number of unique teachers who engaged in iELD professional learning, including 1:1 coaching and all-day professional learning offerings was 63 or 7.9% of our teachers.</p>	<p>iELD PL Offerings - 9 (increase by 1 each year.)</p> <p>dELD PL Offerings - 6 (increase by 1 each year.)</p> <p>% of unique teachers who attended one or more EL PL - 20% or an increase of 3% per year</p>
3.2B- Dual Designated English	2020-21 Data:	2021-22 Data:	2022-23 Data:	For school year 2023-24 Data:	Increase of 6% to the number of EL and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learners (SWD and EL)	2.38% of student body is both EL and Special ed	2.28% of student body is both EL and special ed	2.73% of student body is both EL and special ed	2.02% of student body is both an English learner as well as a student with a disability	SWD students participating in a Dual designated program
3.3A- Staff surveys on PLC work	EW- Baseline will be determined during the 2021-22 school year.	27% participation on PLC surveys	40% participate on GUHSDLearns survey with PLC questions.	No survey questions on PLCs have been included on the district surveys.	80% response on surveys over three years.
3.3B- Staff participation in PLC workshops	NEW- Baseline will be determined during the 2021-22 school year.	27% participation in PLC workshops	35% participation in PLC workshops.	All of the Granite Hills and Grossmont staff participated in PLC workshops (20% overall)	40% participation in PLCs over three years.
3.4A- New teacher participation in professional learning and support meetings	2021 baseline - 100% participation	111 new teachers in Induction. 100% of new teachers participated in Induction program requirements.	98 teachers in the induction program. 100% participated in relevant professional learning.	93 teachers are on track to finish the GUHSD Induction Program.	Maintain 100% participation rates over three years.
3.4B- New Teacher Induction Program Completion rates	2021 baseline is 100% completion	100% completion rate	97% of teachers completed the program.	98% of teachers completed the program.	Maintain 100% completion rates over three years
3.4C- Semester and annual evaluation (teacher induction)	NEW-Evaluation of program elements and support baseline to be	100% completion rate	100% completion rate	100% completion rate	100% positive ratings on evaluations over the three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	determined in the 2021-22 school year.				

## Goal Analysis

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

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

The three-year goal setting allows us to point to a mark and then work towards meeting that mark. Additionally, the practice of applying the principles of the cycle of inquiry to our actions specifically impacting our English learner students allows us the flexibility to try an approach in service of our goal and then adjust accordingly as we move forward. With this in mind, the way we approached our professional learning action for both Designated ELD and Integrated ELD shows that we took a needs responsive approach to both teachers and students. Our original plan for Designated ELD (dELD) was to have stand-alone offerings, however, in the third year of the LCPA cycle we realized that based on the needs of our teachers, we needed to have a professional learning series where dELD teachers would come together to examine targeted ELD standards and establish instructional routines that will help accelerate ELs language acquisition in English. We feel that this approach is something we want to continue and have found it to be the beginning of a great professional learning system. In fact, the California Department of Education, Language Policy and Leadership Office Multilingual Support Division specifically highlighted our dELD PL structure and content in their March webinar series. We are very proud of the work that our district is doing in the area of professional learning for dELD teachers.

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.

3.1 - Overall, spending on professional learning for teachers was significantly less than projected due to challenges with securing substitutes teachers. Some key items continued but most teacher training was suspended or moved to a site-based model within the contract day and did not require additional funding.

3.2 - Expenditures were higher as a response to teacher feedback, we partnered with WestEd to provide high quality first instruction professional learning for teachers of designated ELD.

3.3 - Overall, spending on professional learning for teachers was significantly less than projected due to challenges with securing substitutes teachers. Some key items continued but most teacher training was suspended or moved to a site-based model within the contract day and

did not require additional funding. PLC work continued across the GUHSD in 2023-2024 but significant challenges were posed in the second half of the year with supporting sites and PLC teams with this work.

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

Action 3.1 - While we were unable to scale some of the efforts related to Learning-Centered Grading and Professional Learning Communities as initially planned, smaller efforts in both of these areas were implemented (3.1A, 3.3A, and 3.3B) with single schools and departments. These efforts continue to define future work.

Action 3.2 - The same cycle of inquiry and needs responsive approach to the Integrated ELD (iELD) professional learning, we realized that integrated ELD teachers need more support in the area of application of the ELD standards to their specific content area. One of the biggest lessons we have learned is the reminder that adult learners need a different approach than adolescents. When our curriculum specialist worked side-by-side with individual iELD teachers we found that the teacher had far more buy-in, retention of the new learning, and direct impact on their classroom instruction. When we offered whole group iELD professional learning, our attendance rates were abysmal. We actually are able to impact far more teachers working one-on-one with them. Of course, one person working with both dELD and iELD teachers is not enough. The one-on-one attention seems to produce far more lasting and sustaining results, but that translates into a time cost we did not anticipate.

Action 3.3 - PLC work continued across the GUHSD in 2023-2024. One area of celebration was the addition of Site Learning Coaches at each school site. This partially released teacher has been instrumental in leading the establishment of Instructional Leadership Teams at each site. ILTs each identified a school-wide instructional focus this past year which included professional learning for capacity building, classroom walkthroughs, and focused PLC for improvement.

Action 3.4 - The amount spent on the new teacher induction program was higher than initially set three years ago. In 2023-24, GUHSD supported over 100 first and second year teachers. This has been the result of the additional state and federal funds such as ESSR and Prop 28.

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

An area we are still working on is partnering with our special education department to establish a more robust plan for where our dual designated students will be receiving language acquisition instruction. This last school year found us in a difficult spot with our special education department as we were without a permanent director and thus derailed some of the work we had planned to attend to this year.

We will continue to look at how to best partner with our special education department and provide a system that supports our dual designated students as well as our special education partners.

**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.**

# Goals and Actions

## Goal

Goal #	Description
4	To improve academic performance and outcomes for students with disabilities ensuring that they have equitable access to high-quality education and the support they need to succeed.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1a- The number of teacher logins and interactions with Education Modified.	2022-23 - 100% SPED teachers logged in at least once during the school year.	N/A	Baseline year - NEW item added	631 teachers logged into the 4 teamboard in the 2nd half of the year to view student IEP information. This results in a log-in rate of approximately 65% of all teachers.	100% of teachers will have logged in to the Ed modified system at least once per quarter in 2023-24.
4.1b- Teacher participation in ED modified training	2022-23 - 100% SPED teachers trained in logging in the system. Use of system for real change will take place in the 2023-24 school year.	N/A	Baseline year - NEW item added	Trainings were held for SPED teachers throughout out the Fall 2023 semester. Refresher trainings have been held at 2 school sites for Ed Modified. Approximately 90% of all GUHSD teachers have been trained on the use of ED modified.	100% participation in all ED modified trainings.
4.1c- Graduation Rate (SWD)	2022 Five Year Grad Rates (SWD): 69.8% Four year rate: 60.8%	N/A	Baseline Year (see baseline column)	2023 SWD Graduation Rate: 65.2% (Red) from	Increase four year graduation rates of Students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Five Year rate: 9.1%			2023 State Dashboards  Fall 2024 data not available until late June.	Disabilities (SWD) by at least 3%
4.2a- Teacher use of the UDL profile	2022-23 was a pilot year. The profile was distributed but no real numbers were captured for use. This will be determined in the 2023-24 school year.	N/A	Baseline year - NEW item added	Pilot programs were implemented in Spring 2023 and we thought we would implement in Fall 2024 but a new tool was found and is in the planning stages for implementation in Fall 2024.	Increase the usage of the UDL profile by 50%

## Goal Analysis

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

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

Action/Metrics 4.1 A, B - This was a new required goal in 2023-24 so it was challenging to execute. Professional learning is where we centered and as you can see from the data it is a work in progress. All teachers (General and Special Education) in the GUHSD district have received training on how to access student IEP information through Education Modified. Education Modified is a software platform linked in Schoology (our district's instructional software platform). Teachers use Education Modified to view student's IEP "at a Glance" information. This information includes the student's disability, a description of how the disability impedes access to learning, the student's goals, services, accommodations and modifications. Teacher's can also access behavior intervention plans if the student has one. The most utilized feature on the platform is the accommodations window. Teachers can see all the accommodations students require in a recognizable spreadsheet format. Teachers can see all the students that require extra time, a graphic organizer, specialized seating, etc. Teachers utilize this feature when designing lessons so all students have access to the lesson within a Universal Design for Learning approach. Because teachers are always/daily accessing the Schoology platform, they can easily access the Education Modified component on a regular and consistent basis. This program is a keystone feature to service delivery for students requiring Special Education support and service..

Action/Metrics 4.2 A - Pilot programs were implemented in Spring 2023 and we thought we would implement in Fall 2024 but a new tool was found and is in the planning stages for implementation in Fall 2024.

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.

None.

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

Action 4.1 - This was somewhat effective in that the idea is there to move forward with the use of the Ed Modified tool. Professional learning will be key in 2024-25.

Action 4.2 - Pilot programs were implemented in Spring 2023 and we thought we would implement in Fall 2024 but a new tool was found and is in the planning stages for implementation in Fall 2024.

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

The plan is to move forward with this tool use and to offer training and support where needed. Attention to SWD students is a key need in the new 2024-25 LCAP. You will find actions throughout our new LCAP and its four goals.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - 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, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

California Department of Education  
November 2023



# Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

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

Guided by its core values of caring, collaboration, and innovation, GUHSD exists to empower each of its students to build the best future. To fulfill this purpose, GUHSD provides its community with a high quality educational program, as well as athletic, fine arts, and enrichment opportunities, supports, and services. GUHSD high schools have been recognized as California Distinguished Schools and California Gold Ribbon Schools. Since 2016, GUHSD's National Student Clearinghouse "College-Going" rate – the percentage of the District's graduating seniors who attend a four-year college/university or a community college immediately upon graduation – has averaged 65%. Over 4,000 students across the District acquire hands-on experience, academic skills, and specialized training for success in high-demand career fields each year through the GUHSD's award-winning Career Technical Education program. GUHSD offers 44 career pathways across 12 in-demand industry sectors including Engineering & Architecture, Information & Communication Technologies, and Agriculture & Natural Resources.

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

Like many other school districts across the state, GUHSD is projecting a decline in its enrollment. The District anticipates a loss of approximately 300 students in the upcoming school year with continued declines for at least the next five years. Nearly 41% of student enrollment is White, 42% is Hispanic/Latino, 6% are Two or More Races, 5% are African American, and the remaining 6% are Asian, Filipino, American Indian, and Pacific Islander.

The number of students identified in significant subgroups has increased, resulting in a focus on support for students who are low income, English learners, and foster and homeless youth. GUHSD has also experienced a surge in the numbers of newcomer students enrolling in several of its schools. The City of El Cajon – the largest city in GUHSD's service area – has the second-highest concentration of Middle Eastern immigrants in the country. More than 50,000 Iraqi refugees are settled in the region along with smaller but growing populations of Afghans, Syrians and North African peoples. Approximately 67% of GUHSD students are unduplicated pupils or high needs students (i.e., low income, English learners, or foster youth). English Learners make up 14.2% of GUHSD's student population, while 3.4% of its students are homeless youth and 0.3% are foster youth. As a result, GUHSD staff members at the District and its school sites continue to have conversations about how to best serve its ever-changing student and family populations.

## Reflections: Annual Performance

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

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

Refer to Appendix A (<https://shorturl.at/hh4yT>) for specific information for low performance requirements

Across the Grossmont Union High School District supporting Foster Youth and Students with Disabilities continues to be a challenge in

several indicators and will be a focus of our actions throughout this LCAP. Additionally English Learners will be a focus with the College and Career Indicators and English Language Arts Assessments. Recently we opened a CTE pathway at El Cajon Valley High with a patient care focus designed specifically for English Learners. Through this course students will work to improve that language skills along with participating in engaging and relevant CTE curriculum. This past year, the GUHSD began offering students with disabilities four unique paths to earning a High School diploma based on the unique disabilities and learning needs with the goal of improving graduations rates amongst this group of students.

The majority of subgroups have at least one indicator that is Low or Very Low on the 2023 Dashboard. We worked through our DA and Engagement process with this in mind and have come up with a supportive LCAP action plan to address the issues. Please see the technical assistance section for an explanation on more in depth work.

## Reflections: Technical Assistance

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

GUHSD is in Differentiated Assistance for the following:

English Learners

- \*Academics
- \*College/Career Indicators

Students with Disabilities

- \*Academics
- \*College/Career Indicators
- \*Suspensions

Foster Youth

- \*College/Career Indicators
- \*Suspensions

Our DA work has come in two phases.

Phase 1: Spring 2023 - After being identified for Differentiated Assistance in December 2022, we assembled a team of representatives from across the district that included teachers, district directors, district TOSAs, and site administrators. That group went through a data analysis of the following data sets:

- \*Healthy Kids Surveys
- \*Demographics
- \*Dashboard Results
- \*SBAC and CAST Scores
- \*Suspension Rates
- \*Local Surveys (Given 4-6 times a year)

## \*Empathy Interviews (Two schools)

We then conducted a Three Horizons activity and cross-referenced it with our Initiative Inventory. Through that process, we identified five major areas of focus:

- \*Behavior Support Plan
- \*Welcoming and Affirming Environments for Staff and Students
- \*Instructional Strategies and Curriculum
- \*Classroom Support Models
- \*Professional Expectations

An overview AND a link to an action plan for sites to use can be found here: Differentiated Assistance Priorities at a Glance -

[https://docs.google.com/document/d/1tOyZnPMNOSoE27gGKYwy4d9zNVtnj\\_h5nqfB6eVLXhE/edit](https://docs.google.com/document/d/1tOyZnPMNOSoE27gGKYwy4d9zNVtnj_h5nqfB6eVLXhE/edit)

Phase 2: 2023-24 School Year - As we started our LCAP and DA process, we used the Spring 2023 DA work as a launching point. Using those findings along with a system-wide student, family, and staff ThoughtExchange, we identified questions and groups to do a series of listening sessions with students, parents, and staff members.

## Data Collection

During December and January, the district office staff interviewed the following student groups:

- \*Students with Disabilities through Study Skills cases at six schools
- \*Homeless and Foster Youth at three schools
- \*LTEL, Emerging, and Newcomer students at all schools
- \*ASB students at six schools
- \*African American students at three schools
- \*Parent representatives at five schools
- \*Teachers at seven schools

Additionally, all relevant satellite, map, and street data was collected.

Priority and Root Cause Sessions - In March and April, we facilitated three Priority and Root Cause Sessions with the following groups:

1. Principals
2. District Educational Services Directors
3. Teachers, Counselors, TOSAs, and Association Leadership

In these sessions, we:

1. Set the context of LCAP and DA work
2. Reviewed and analyzed relevant satellite, map, and street data (including summaries of the listening sessions)
3. Reviewed the GUHSD Initiative Inventory and the DA Priorities for Spring 2023
4. Responded to the following prompts:
  - a. What explains the current state of the data?

- b. What systems or structures are currently impeding you or your school's progress?
- c. How did the listening session data help you understand the other data?

These priority sessions service two purposes:

1. Established root causes (something we didn't do explicitly in our Spring 2023 DA work).
2. Prioritized potential LCAP topics, goals, actions, and metrics - with special attention to our historically marginalized populations.

This document captures the GUHSD Priority & Root Cause Sessions Findings:

<https://docs.google.com/document/d/1nz4LR2IOpQsxKhFvwyziZCxrCnZQfAqwuFmSDVLTtwl/edit>

This document holds all of the resources used in these sessions:

[https://docs.google.com/document/d/1IXKXL\\_am85fzN6reVBjGMSZf\\_9QSTgCxSIIHgJaNuEA/edit](https://docs.google.com/document/d/1IXKXL_am85fzN6reVBjGMSZf_9QSTgCxSIIHgJaNuEA/edit)

LCAP Goal Writing Workshop - In April, the GUHSD LCAP Goal Writing Workshop was held. This event included the following people. All school sites were represented.

- \*Principals (5)
- \*Teachers (9 - all core subjects, plus EL and Sped teachers)
- \*Librarian (1)
- \*District Directors (6)
- \*Counselors (3)
- \*Union Leadership (President and Treasurer)
- \*SDCOE Representative (Valentin)

The participants were put into three groups that represented the main priorities established in the Priority & Root Cause Sessions.

1. Student Engagement and Belonging
2. Mental Health, SEL, and Behavior
3. Professional Learning and Classroom Practices

In those groups, they went through the following process:

1. Develop a deeper and common understanding of the theme
2. Data dive into satellite, map, and street data relevant to the theme (Details in slides: [https://docs.google.com/presentation/d/1wfkGURtpjdvrRj2b3nTijl-EW-orebdmijlpDYCQ1g/edit#slide=id.g2cabbf4e7a8\\_0\\_779](https://docs.google.com/presentation/d/1wfkGURtpjdvrRj2b3nTijl-EW-orebdmijlpDYCQ1g/edit#slide=id.g2cabbf4e7a8_0_779))
3. Brainstorm Goals/Focus, Actions, and Metrics in three documents

\*Theme 1: Student Engagement and Belonging - <https://docs.google.com/document/d/1FI-qtKkQBbrHw0PexAVVEi8ahJX07I6R7qGYRe1gpT8/edit>

\*Theme 2: Mental Health, SEL, and Behavior - <https://docs.google.com/document/d/138-PI995s7bEdJ6Dusvde52fP6dCjrV0zC71NLT7IUc/edit>

\*Theme 3: Professional Learning and Classroom Practices - [https://docs.google.com/document/d/1V2r1AjCnstYLt60-P5TWOW1042w4CmptK5ybX\\_d8010/edit](https://docs.google.com/document/d/1V2r1AjCnstYLt60-P5TWOW1042w4CmptK5ybX_d8010/edit)

LCAP Goal Writing - A small team of district directors then took the brainstorm documents and wrote LCAP Goals, Actions, and Metrics that

addressed the areas of concern, including our DA groups (ELs, SWD, and Foster).

\*LCAP Goals Actions and Metrics - [https://docs.google.com/document/d/1sJFJDyG8pc2zdg0yEFK\\_x0d6z-qEBQxiu3WOEYvHRHc/edit](https://docs.google.com/document/d/1sJFJDyG8pc2zdg0yEFK_x0d6z-qEBQxiu3WOEYvHRHc/edit)

Below you will see the results of the work found in our new LCAP.

Goal 1, Action 1: Healing-Centered Engagement - Staff will learn about Restorative Practices and Trauma-Informed Care so that they are better prepared to support their students with the stressors that they are dealing with at home and at school. In the first year of implementation, we will focus on training all counselors. Administrators, teachers, and campus supervisors will receive training the second year. This will lead to better relationships between students and their peers, as well as students and staff. This will also enable students to learn more strategies to support their mental health and make better decisions in the future.

Goal 1, Action 4: School Connection Support for Foster Youth - S3 Counselors will onboard all Foster Youth when they enroll. They will collaborate with the academic counselor to create, implement, and track support plans in order to help Foster Youth build connections to campus and find more success. District liaison will coordinate quarterly meeting with SDCOE and STRTPs to ensure collaborative process centered on connecting foster youth to their school.

Goal 1, Action 5: Post-Suspension Re-Entry Plans - In collaboration with the district, S3 Counselors will create, implement, and monitor a re-entry plan for SWD and Foster Youth who have engaged in fights so that the students can reflect on what they learned and how they will make better choices moving forward.

Goal 1, Action 6: Increase Positive Attendance - Schools will monitor attendance and implement revised attendance meetings in order to engage and/or re-engage students with their community school.

Goal 1, Action 8: International Newcomer Center/Newcomer Orientation and Support - Prior to starting school, newcomer students and their families will visit the International Newcomer Center for the purpose of:

- \*Initial ELPC student assessment

- \*Family Intake Interview

- \*Student Orientation

Provide one-on-one and small group instruction for newcomers who have interrupted or no formal education and/or are not making adequate progress in English language acquisition

Goal 2, Action 3: Designated ELD professional learning options (choose a path of professional learning) - All district Designated ELD teachers will attend professional learning focused on deepening their learning of the state-adopted ELD standards and instructional approaches that assist English learners to develop critical English language skills necessary for academic content learning in English.

Goal 2, Action 5: Co-teaching alignment and professional learning - Identify a system-wide understanding of co-teaching and co-teaching models, including the expectations around scheduling and the responsibilities of special education and general education teams. Additionally, establish success criteria that can be measured. Offer professional learning options for co-teaching teams.

Goal 2, Action 6: Revamp Study Skills Class / Guided Studies - Implement the reimagined study skills class across GUHSD. This course will

focus on key skills that support students throughout their core classes and measured through the skill growth scales available in Schoology. The course is in service of students becoming independent and expert learners.

Goal 3, Action 2: Honors, dual enrollment, IB, AP, VAPA, and CTE course access - Identify and understand the disparities in program participation. This includes structural barriers, self-perception, teacher perception, and scheduling difficulties. Look for ways to overcome existing barriers. Conduct outreach efforts for those groups by emphasizing the benefits. Work proactively to build support for underrepresented groups.

## **Comprehensive Support and Improvement**

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

### ***Schools Identified***

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

There are no schools identified as CSI in 2024-25 for this LCAP.

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Principals Administrators School Personnel Local Bargaining Units Parents Students SELPA Administrator	<p>Teachers, Principals, Administrators, School Personnel - Participated in the Differentiated Assistance Process throughout the 2023-24 school year.</p> <p>Phase 1: Spring 2023</p> <p>After being identified for Differentiated Assistance in December 2022, we assembled a team of representatives from across the district that included teachers, district directors, district TOSAs, and site administrators. That group went through a data analysis of the following data sets:</p> <ul style="list-style-type: none"> <li>*Healthy Kids Surveys</li> <li>*Demographics</li> <li>*Dashboard Results</li> <li>*SBAC and CAST Scores</li> <li>*Suspension Rates</li> <li>*Local Surveys (Given 4-6 times a year to parents, students, and staff)</li> <li>*Empathy Interviews (Two schools)</li> </ul> <p>We then conducted a Three Horizons activity and cross-referenced it with our Initiative Inventory. Through that process, we identified five major areas of focus:</p> <ul style="list-style-type: none"> <li>*Behavior Support Plan</li> <li>*Welcoming and Affirming Environments for Staff and Students</li> <li>*Instructional Strategies and Curriculum</li> <li>*Classroom Support Models</li> </ul>

Educational Partner(s)	Process for Engagement
	<p>*Professional Expectations</p> <p>Phase 2: 2023-24 School Year  As we started our LCAP and DA process, we used the Spring 2023 DA work as a launching point. Using those findings along with a system-wide student, family, and staff ThoughtExchange, we identified questions and groups to do a series of listening sessions with students, parents, and staff members.</p> <p>Data Collection  During December and January, the district office staff interviewed the following student groups:</p> <ul style="list-style-type: none"> <li>*Students with Disabilities through Study Skills cases at six schools</li> <li>*Homeless and Foster Youth at three schools</li> <li>*LTEL, Emerging, and Newcomer students at all schools</li> <li>*ASB students at six schools</li> <li>*African American students at three schools</li> <li>*Parent representatives at five schools</li> <li>*Teachers at seven schools</li> </ul> <p>Additionally, all relevant satellite, map, and street data was collected.</p> <p>Priority and Root Cause Sessions  In March and April, we facilitated three Priority and Root Cause Sessions with the following groups:</p> <ol style="list-style-type: none"> <li>1-Principals</li> <li>2-District Educational Services Directors</li> <li>3-Teachers, Counselors, TOSAs, and Association Leadership</li> </ol> <p>In these sessions, we:</p> <ol style="list-style-type: none"> <li>1-Set the context of LCAP and DA work</li> <li>2-Reviewed and analyzed relevant satellite, map, and street data (including summaries of the listening sessions)</li> <li>3-Reviewed the GUHSD Initiative Inventory and the DA Priorities for Spring 2023</li> <li>4-Responded to the following prompts: <ol style="list-style-type: none"> <li>a-What explains the current state of the data?</li> </ol> </li> </ol>

Educational Partner(s)	Process for Engagement
	<p>b-What systems or structures are currently impeding you or your school's progress?  c-How did the listening session data help you understand the other data?</p> <p>These priority sessions service two purposes:  1-Established root causes (something we didn't do explicitly in our Spring 2023 DA work).  2-Prioritized potential LCAP topics, goals, actions, and metrics - with special attention to our historically marginalized populations.</p> <p>Teachers, Principals, Administrators, School Personnel, Grossmont Education Association, School Counselors, Students - Collected relevant satellite and map data.  *Conducted listening sessions with parents, ELs, SWDs, FHY, ASB students, and teachers.  *Held three priority sessions (2/15, 2/23, 3/11) with 1) Principals, 2) Ed Services, 3) GEA Leadership + non-leadership teachers and counselors. During these sessions:  *The LCAP process was reviewed.  *Participants analyzed relevant data.  *Root causes and priorities were identified.  *Data collected at the priority sessions was analyzed. The themes before represent those findings.</p> <p>LCAP Goal Writing Workshop  In April, the GUHSD LCAP Goal Writing Workshop was held. This event included:  *Principals (5)  *Teachers (9 - all core subjects, plus EL and Sped teachers)  *Librarian (1)  *District Directors (6)  *Counselors (3)  *Union Leadership (President and Treasurer)  *SDCOE Representative (Valentin E.)</p>

Educational Partner(s)	Process for Engagement

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

Our LCAP Engagement process this year was similar to the DA process. During the 2022-23 school year, a Differentiated Assistance team identified five priorities after a visioning cycle and data review.

- \*Behavior Support Plan
- \*Welcoming and Affirming Environments for Staff and Students
- \*Instructional Strategies and Curriculum
- \*Classroom Support Models
- \*Professional Expectations

An overview of each priority can be found here:

[https://docs.google.com/document/d/1tOyZnPMNOSoE27gGKYwy4d9zNVtnj\\_h5nqfB6eVLXhE/edit](https://docs.google.com/document/d/1tOyZnPMNOSoE27gGKYwy4d9zNVtnj_h5nqfB6eVLXhE/edit)

We used the Spring 2023 DA work as a launching point. Using those findings along with a system-wide student, family, and staff Thought-Exchange survey, we identified questions and groups to do a series of listening sessions with students, parents, and staff members. The process and questions are explained further in this document: <https://drive.google.com/file/d/1-ueOFsopdcMRdkxrHJD4a3DxellGCBow/view?usp=sharing>

Data Collection - During December and January, the district office staff interviewed the following student groups. Additionally, all relevant satellite, map, and street data was collected.

- \*Students with Disabilities through Study Skills cases at six schools
- \*Homeless and Foster Youth at three schools
- \*LTEL, Emerging, and Newcomer students at all schools
- \*ASB students at six schools
- \*African American students at three schools
- \*Parent representatives at five schools
- \*Teachers at seven schools

We set meetings with DELAC and DPAC members on several dates (September 2023- May, 2024) and shared the findings from the listening sessions. In those groups, they went through the following process:

1. Develop a deeper and common understanding of the theme
  2. Data dive into satellite, map, and street data relevant to the theme (Details in slides: [https://docs.google.com/presentation/d/1wfkGURtpjdvrRJj2b3nTijl-EW-orebdmijlpDYCQ1g/edit#slide=id.g2cabbf4e7a8\\_0\\_779](https://docs.google.com/presentation/d/1wfkGURtpjdvrRJj2b3nTijl-EW-orebdmijlpDYCQ1g/edit#slide=id.g2cabbf4e7a8_0_779))
  3. Brainstorm Goals/Focus, Actions, and Metrics in three documents
- \*Theme 1: Student Engagement and Belonging - <https://docs.google.com/document/d/1FI->

[qtKkQBbrHw0PexAVVEi8ahJX07I6R7qGYRe1gpT8/edit](https://docs.google.com/document/d/138-PI995s7bEdJ6Dusvde52fP6dCjrV0zC71NLT7IUc/edit)

\*Theme 2: Mental Health, SEL, and Behavior - <https://docs.google.com/document/d/138-PI995s7bEdJ6Dusvde52fP6dCjrV0zC71NLT7IUc/edit>

\*Theme 3: Professional Learning and Classroom Practices - [https://docs.google.com/document/d/1V2r1AjCnstYLt60-P5TWOW1042w4CmptK5ybX\\_d8010/edit](https://docs.google.com/document/d/1V2r1AjCnstYLt60-P5TWOW1042w4CmptK5ybX_d8010/edit)

SELPA support - the LCAP was reviewed by the SELPA Administrator on (TBD)

The following are goals and actions in the 2024-25 LCAP influenced by the engagement process (see the reflections section for those actions influenced by DA work):

\*Goal 1, Action 4: Wellness Centers in Libraries - Libraries will create and maintain displays that highlight books regarding Self-Help, Mental Health, and Wellness. They will dedicate an area that is specific to this genre of books.

\*Goal 2, Action 2: Parent/Family Engagement - Provide information and guidance to families to support in helping student's academic success and well-being. Specific target on 9th grade families entering in Fall 2024. Hold district events like a Parent Access Night and one other in the Spring. Have specific EL parent engagement events.

\*Goal 5, Actions 4-6: Specific actions for SPED populations to assist with coteaching and professional learning, revamping study skills classes, and defining alternative pathways to a diploma for those identified as MOD or ESN.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students who report feeling connected to school based on the School Climate Index of the CA Healthy Kids Survey	2023-2024 53% of all students feel connected			56% of all students report feeling connected  62 % of all students report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who report feeling safe at school based on the School Climate Index of the CA Healthy Kids Survey	59% of all students feel safe at school.			feeling safe at school.  Increase School Climate Index (SCI) percentage of the CA Healthy Kids Survey by 1% per year for a total of 3% over three years	
1.2	Percent of students who report availability for mental health services on campus per the CA Healthy Kids Survey	2023-2024  9th - 10% 10th - 9% 11th - 8%  53% of all students			9th - 13% 10th - 12% 11th - 11%	
1.3	Number of student contacts for S3 Counselors	Baseline in 2024-25  The is a new position/program designed to provide tiered behavior and mental health supports to students.			Increase 5% each year in the number of student contacts by S3 counselors.	
1.4	Number of support groups offered by S3 Counselors	Baseline in 2024-25  The is a new position/program designed to provide tiered behavior and mental health supports to students.			Increase number of support groups offered from baseline in 24-25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Number of professional development opportunities accessed by S3 Counselors	Baseline in 2024-25  The is a new position/program designed to provide tiered behavior and mental health supports to students.			Participate in at least 2 professional development opportunities each year.	
1.6	Number of referrals to on campus mental health services	Total student interactions: 6,825  Total students referred for school based therapy: 311			Total student interactions: 6,975  Total students referred for school based therapy: 356	
1.7	Number of Libraries housing Self-Help, Mental Health, and Wellness resources.	Baseline in 2024-25  The is a new program designed to provide mental health supports to students.			100% of school libraries housing Self-Help, Mental Health, and Wellness resources	
1.8	School engagement and participation (school activities)	Baseline 2024-25  % for FY % for 9th grade % for All  The district has purchased a new program (5 Star) to track this data.			Increase school engagement and participation by 5%, for a total of 10% over 2 years for each subgroup (after baseline in 24-25)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	<p>Suspension rates (From SSS internal data and using 3rd wk enrollment numbers for number of students)</p> <p>Expulsion rates (From SSS internal data) (From internal data)</p>	<p>Suspension Rates All Students: 6.72% EL: 10.31% SWD: 17.67% Homeless: 14.72% Economically Disadvantaged: 8.24%</p> <p>Expulsion Rates All Students: 0.32% EL: 0.43% SWD: 0.73% Homeless: 0.60% Economically Disadvantaged: 0.39%</p>			<p>Reduce overall suspension rate by 2% each year for a total of 6% over three years.</p> <p>Reduce overall expulsion rate by .1% each year for a total of .3% over three years.</p>	
1.10	Number of students referred to intervention programs	<p>2023-24 TRUE 458 referred 76% completion CARE 437 referred 70% completion SYNC 330 referred 75% completion</p>			<p>TRUE 79% completion</p> <p>CARE 73% completion</p> <p>SYNC 78% completion</p>	
1.11	Attendance Rates - Average attendance rate	2023-2024 Attendance Rate (Local Data): 91.63%			Increase by 0.5% points per year for three years or maintain 98.5% average attendance rate.	
1.12	Chronic Absenteeism	2023-2024 - 25.33%			Decrease percentage of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(taken from CALPADS extract)			students missing between 5 and 10% by 1.5 percentage points per year (Total of 4.5% points over three years)	
1.13	Dropout Rate	2022-2023 Dropout Rate  All Students: 14.9% EL: 28.1% SWD: 27.7% Foster: 48 % Homeless: 28.3 %  Will update to 2024 Dashboard data when available.			Reduction of 1 percentage point per year for three years (including subgroups)	
1.14	Parent Engagement Opportunities	2023-24 Baseline  District wide opportunities: 1			Increase to 10 district-wide parent engagement opportunities	
1.15	Number of services provided to families.	2023-24 Baseline  Total number of families served interpretation: Spanish - 5,130 Arabic - 1,934 Farsi/Pashto - 505 Other - 1,060  Number of written translations Total 682			Maintain supporting 100% of requests for all types of language support.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spanish - 293 Arabic - 300 Farsi - 43 Pashto - 37 Other - 9  Number of phone calls Total - 387 Spanish - 270 Arabic - 72 Farsi - 30 Pashto - 10 Other - 5  Number of meetings attended: Total - 1,399 Spanish - 820 Arabic - 443 Farsi/Pashto - 71 Other - 65 Number of IEPs				
1.16	Family intake interviews completed by International Newcomers Center	2023-24 Baseline: 86%			100% of all newcomer students who take an initial ELPAC will also have a family intake interview.	
1.17	EL student and Family Orientation completed by International Newcomers Center	2023-24 Baseline: Studnet: 18% Families 11%			100% of EL students and families participate in orientation by INC.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	<p>Percent of parents who report feeling connected to school based on the CA Healthy Kids Survey</p> <p>Percent of parents who report feeling the school is a safe place based on the CA Healthy Kids Survey</p>	<p>2023-2024</p> <p>76% of all parents feel connected</p> <p>84% of all parents feel safe</p>			<p>79% of all parents report feeling connected</p> <p>87% of all parents report feeling safe</p> <p>Increase CA Healthy Kids Survey percentage by 1% per year for a total of 3% over three years</p>	
1.19	<p>Percent of staff who report feeling connected to school based on the CA Healthy Kids Survey</p> <p>Percent of staff who report feeling their school is a safe place based on the CA Healthy Kids Survey</p>	<p>2023-2024</p> <p>85% of all staff feel connected</p> <p>87% of all staff feel safe</p>			<p>88% of all staff report feeling connected</p> <p>90% of all staff report feeling safe</p> <p>Increase CA Healthy Kids Survey percentage by 1% per year for a total of 3% over three years</p>	
1.20	Increase parent/guardian participation, including parent/guardians of English Learners, SED, HFY, and students with	2024-2025 activities to include:			100% representation of parents from each targeted student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	disabilities, through Portrait of a Graduate Activities throughout the 2024-25 school year.	<ul style="list-style-type: none"> <li>• Four Guiding Coalition Meetings</li> <li>• Parent Interviews</li> <li>• Survey Administration</li> </ul>				

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	S3 Counselor Services & Training	Regular meetings of the S3 counselors to share best practices and receive training and/or profession development on a variety of topics. Develop and	\$1,245,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implement tier 2 supports and services for students and participate in professional		
<b>1.2</b>	Mental Health Services	Students will have access to a mental health specialist who provides therapeutic and mental health support services.	\$1,200,000.00	No
<b>1.3</b>	Wellness Centers in Libraries	Libraries will create and maintain displays that highlight books regarding Self-Help, Mental Health, and Wellness. They will dedicate an area that is specific to this genre of books. By promoting comprehensive support and fostering essential skills for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged) like resilience, empathy, self awareness, and positive relationships, we aim to create a nurturing environment that supports the overall well-being of our students.	\$1,974,586.00	Yes
<b>1.4</b>	School Connection Support for Foster Youth and 9th grade students	The District Foster Liaison will work in collaboration with the S3 Counselors to onboard Foster Youth students and connect them to services and resources on campus. In addition, there will be an increased focus on engaging our 9th grade students to their school community.	\$265,518.00	Yes
<b>1.5</b>	Intervention Programs	In an effort to address our disproportionate suspension/expulsion rate for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), we continue to offer a robust intervention program for students, in lieu of suspension designed to approach behavior through a restorative and educational lens. Refer to Appendix A ( <a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a> ) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> )	\$859,725.00	Yes
<b>1.6</b>	Increase Positive Attendance	Schools will monitor student attendance and implement attendance meetings in order to engage and/or re-engage students in school.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Additional Language Support Services	Provide additional language support, both interpretation and translation, for families speaking languages other than English to promote effective communication, access to information, and cultural understanding.	\$569,643.00	Yes
1.8	International Newcomer Center	Newcomer students and their families visit the International Newcomer Center for the purpose of Initial ELPAC student assessment and educational evaluation, Family Intake Interview and orientation.	\$657,061.00	Yes
1.9	Family Engagement Guidance and Participation	Provide information and guidance to families in support of helping student's academic success and well-being for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Additionally, use these parent engagement opportunities to solicit feedback on parent and family needs assessment. Work to hold at least two district events for support to parents.	\$18,000.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	dELD and iELD enrollment numbers	Baseline 2023-24 dELD enrollment: 68% iELD enrollment: 100%			Increase over three years to 75% of ELs enrolled in dELD or 8.67% per year. Maintain 100% over three years for iELD.	
2.2	1 level of growth or maintain 4 on Summative ELPAC and Summative Alternative ELPAC	Baseline 2022-23 SA ELPAC Progressed 1 level: 42.3% Maintained a level 4: 3.2% Alternate SA ELPAC Progressed 1 level: 22.2% Maintained a level 4: 44.4%			Increase over three years to SA ELPAC Progressed 1 level: 46% Maintained a level 4: 6% Alternate SA ELPAC Progressed 1 level: 30% Maintained a level 4: 40.0%	
2.3	Increase the percent of ELs Reclassifying	Baseline 2023-24: 13.4%			Increase over three years to 15.5% of ELs reclassified as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Fluent English Proficient (RFEP)	
2.4	UC A-G Completion Rates	Baseline 2023-24 CALPADS  EL-11% SWD - 12% HFY - 0% SED -39%			+6 percentage points over three years (2 percent per year) - All Students +9 percentage points over three years (3 percent per year) - EL, HFY, and SWD	
2.5	As a measure of implementation of the academic content and performance standards adopted by the state board, we will show decreases in English Learner D/F Rates	2024: 43.0% of grades given to EL students were either a D or F			Decrease in D/F rates by 12%, 3% per year, for a total decrease to 31%.	
2.6	EL Performance on the CCI	Fall 2023  Very Low: English Learners (EL)			Increase over three years to a level of Medium on the CCI for English Learners	
2.7	EL Professional Learning Opportunities	Baseline 2023-24  Admin presentations Baseline from 2023-24 - 1  # of EL Coordinator PL: 1			Increase to at least 3 meetings per year for EL Coordinators.  Increase to 2 presentations to ILT and core councils.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		# of ILT presentations Baseline from 2023-24 - 0  # of Core councils presentations Baseline from 2023-24 - 0				
2.8	Teacher Effectiveness  All students have equitable access to appropriately assigned, experienced, and effective teachers	2023/2024 Baseline Data  100% of teachers credentialed in subject area teaching			100% of credentialed teachers	
2.9	Access to Instructional Materials  All students have access to and use appropriate grade-level, standards-aligned instructional materials	100% of students that have sufficient access to instructional materials, including Chromebooks  2023-24 data: Chromebooks provided - 4500			100% of students that have sufficient access to instructional materials	
2.10	Safe and Clean Schools  Schools meet state standards for safety, cleanliness, and adequacy	13/14 schools FIT report good standing on FIT report			All GUHSD schools remain in good standing on FIT report (14/14 schools)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Student Performance on CAASPP	<p>2022-2023 Test Data (Mid Year report)</p> <p>SBAC ELA All Students: 52.19% EL: 8.71% SWD: 15.26% SBAC</p> <p>Math: All Students: 25.90% EL: 3.14% SWD: 5.09%</p> <p>2023 CAST (% Met/Exceeded): All Students: 25.81% EL: 1.50% SWD: 6.72%</p> <p>Will update to 2024 Dashboard data when available.</p>			Increase all performance levels to green	
2.12	Student Performance on CAA	<p>2023 Baseline</p> <p>Math Level 3: 3.57% ELA Level 3: 8.93%</p> <p>Will update data once 2024 becomes available</p>			Increase of 0.5 percentage point per year (1.5% point increase in 3 years)	
2.13	Coaching cycle participation	<p>2023-24</p> <p>65 GUHSD teachers participated in coaching cycles.</p>			85 teachers will participate in a coaching cycle.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Co-Teaching PD participation	NEW in 2024-25 # participation in co-teaching PD			100% participation from all identified co-teachers in PD.	
2.15	As a measure of implementation of the academic content and performance standards adopted by the state board, we will show decreases in D/F rates for SWD	NEW in 2024-25 # D/F rates in for SWD in co-teaching courses 2023-24 data # D/F rates in core classes			Decrease of 1.5 percentage point per year (4.5% point reduction in 3 years)	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Designated ELD Support Courses	All English learners, no matter their grade and no matter their proficiency receive Designated ELD as a stand alone course in one of the following ways: Newcomer dELD Course - Courses are capped at 20:1 to support high quality instructions with specific attention to cultural acclimation and accelerating English language acquisition. LTEL courses - Courses are capped at 33:1 to support high-quality instructions with a specific focus on academic language development and the language acquisition needs of LTELs. Refer to Appendix A ( <a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a> ) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).	\$3,033,395.00	Yes
2.2	English Learner Additional Support	Staff will provide targeted interventions and supports specifically for English Learners around academic language acquisition to access grade-appropriate content. Refer to Appendix A ( <a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a> ) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).	\$52,000.00	Yes
2.3	Designated and Integrated ELD Professional Learning	Integrated and Designated ELD teachers attend professional learning focused on deepening their learning of the state-adopted ELD standards and instructional approaches that assist English learners to develop critical English language skills necessary for academic content learning in English. Appendix A ( <a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a> ) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).	\$99,876.00	Yes
2.4	Instructional coaching cycles for teachers	Provide site-based instructional coaches at all school sites who will lead teachers through instructional coaching. Refer to Appendix A ( <a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a> ) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).	\$896,054.00	Yes
2.5	Co-teaching alignment and	Identify a system-wide understanding of co-teaching and co-teaching models, including the expectations around scheduling and the	\$5,739,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
	professional learning (M/M Sped Teachers who are Co Teaching)	responsibilities of special education and general education teams. Additionally, establish success criteria that can be measured. Offer professional learning options for co-teaching teams with the purpose of supporting unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged) within co taught courses. Refer to Appendix A ( <a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a> ) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).		
<b>2.6</b>	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	Implement the reimagined study skills class across GUHSD. This course will focus on key skills that support students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), throughout their core classes and measured through the skill growth scales available in Schoology. The course is in service of students becoming independent and expert learners. Refer to Appendix A ( <a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a> ) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).	\$5,739,212.00	Yes
<b>2.7</b>	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Student computers on a high school campus provide essential access to the curriculum by enabling students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), to engage with digital learning resources, complete assignments, and collaborate on projects. Through these devices, students can access online textbooks, educational software, and learning management systems where teachers post course materials, assignments, and assessments. Additionally, computers facilitate research, enhance digital literacy, and allow for personalized learning experiences, catering to different learning styles and paces. Refer to Appendix A ( <a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a> ) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> )	\$5,739,212.00	Yes
<b>2.8</b>	Technology access for students and teachers through FutureForward	Provide access to digital curriculum, technology tools, and online support to students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), through the Future-Foward program. Refer to Appendix A ( <a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a> ) for specific	\$3,093,898.00	Yes

Action #	Title	Description	Total Funds	Contributing
		information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CTE enrollment and pathway completion by demographics	<p>Baseline from 2023-24</p> <p>Total CTE enrollment = 3,802</p> <p>Male = 62.62%</p>			Increase CTE enrollment and completion rate over three years by 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Female = 37.35% X = .03%</p> <p>EL = 5.71% SWD = 16.33% SED = 69.94% Homeless/Foster = 4.18%</p> <p>CTE Completion in 2023-24, all grades</p> <p>Male = 59.44% Female = 40.56%</p> <p>EL = 3.48% SWD = 12.88% SED = 71.44% Homeless/Foster = 4.36%</p>				
3.2	Students completing UC a-g requirements and a CTE pathway	<p>2022-2023 Data</p> <p>All = 9.5% EL = 1.6% SWD = 1.4% SED = 6.7% Homeless/Foster = 0.00%</p> <p>From CA Dashboard</p>			Increase the overall rate by 1.0% each year and show increases in each priority group each year.	
3.3	Dual Enrollment - enrollment and demographic data	<p>2023-2024 Data</p> <p>Number of CCAP course enrollments= 879 total for all students</p>			Increase the number of CCAP Dual Enrollment course enrollments by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Demographics: EL = 83 SWD = 33 Homeless = 21				
3.4	AP scores of 3 or higher by demographic data	2023-2024 Data  All Students: 67.63% EL: 0.44% SWD: 0.90% SED: 30.10 % HFY: 1.67%			Increase the percentage of students passing AP (EL, SWD, homeless, foster youth, and Economically Disadvantaged) by 3%	
3.5	VAPA enrollment and demographic data	VAPA enrollment 2023-24:  District-wide:  All students = 37%  SWD = 37%  EL = 24%  Hispanic = 38%  White = 37.4%  African American = 35%			Increase enrollment in VAPA courses by 3% overall	
3.6	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment	Baseline 2022-2023 (National Clearinghouse)			Increase +6% over three years (2 percent per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Program, or any subsequent assessment of college preparedness will be measured using College-going rates.	Graduates: 68% (immediately after high school graduation)  Metric will be updated when National Clearinghouse is released				
3.7	Unified Insights usage	NEW in 2024-25: Baseline established at end of school year.  # people trained on data system # of reports run on the data system			By measuring data access and utilization, we will be able to evaluate the usefulness of this tool and track and modify student needs. Once we establish a baseline for usage, we will determine our targeted outcome.	
3.8	Passing rates on credit recovery courses and summer school posted grades	2024 Passing Rates for Credit Recovery: 66.8%  Data includes D's.  Baseline D/F rate = 23.24%			Credit Recovery: Increase of 1% per year (3 % over three years) to 70%  Summer School: Decrease of 2 percent per year over three years.	
3.9	Graduation Rate From CA Dashboard	22-23 Baseline Data  Grad rate all students = 82.8%			Increase the percentage of students graduating each	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL = 69.8% Homeless = 68.4% Socioeconomically Disadvantaged = 81% SWD = 65.2% Foster = 53.8%  Grad rate all students = 82.8%  EL = 69.8% Homeless = 68.4% Socioeconomically Disadvantaged = 81% SWD = 65.2% Foster = 53.8%  Will update to 2024 data when available			year (EL, SWD, homeless, foster youth, and Economically Disadvantaged) by 1% each year for a total of 3% after three years.	
3.10	Home choice program	2023-24 Total enrollment: 343  12+ enrollment: 57  Graduates 105			Maintain enrollment numbers over the next 3 years	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE access	Identify and understand the disparities in program participation. This includes structural barriers, self-perception, teacher perception, and scheduling difficulties. Look for ways to overcome existing barriers. Conduct outreach efforts for those groups by emphasizing the benefits. Work proactively to build support for unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Refer to Appendix A for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).	\$6,829,658.00	Yes
3.2	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Identify and understand the disparities in program participation. This includes structural barriers, self-perception, teacher perception, and scheduling difficulties. Look for ways to overcome existing barriers. Conduct outreach efforts for those groups by emphasizing the benefits. Work proactively to build support for our unduplicated student groups (EL,	\$2,866,999.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SWD, homeless, foster youth, and Economically Disadvantaged). Refer to Appendix A for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).		
<b>3.3</b>	Onboard a new data system - Unified Insights	Obtain, onboard, and use a comprehensive data system that allows administrators, counselors, and teachers to: evaluate program effectiveness, make data informed decisions on best practices, individualize student support, evaluate MTSS programs for effectiveness, track and modify instruction based on individual student needs, including our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Refer to Appendix A for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).	\$250,000.00	Yes
<b>3.4</b>	Targeted academic interventions and supports for all students	GUHSD offers a wide array of programs that are available to students, including our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), based on individual needs. Refer to Appendix A for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a> ).	\$5,968,671.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	GUHSD will increase the academic success of students in the three equity multiplier schools with high socioeconomically disadvantaged pupil rates by effectively utilizing LCFF Equity Multiplier funding to reduce D/F rates, suspension rates, and increase student attendance rates by the end of the 2024-25 school year.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Grossmont Union High School District (GUHSD) is committed to increasing the educational stability and academic success of students in our three identified equity multiplier schools, which have high rates of student mobility and significant populations of socioeconomically disadvantaged pupils. By effectively utilizing Local Control Funding Formula (LCFF) Equity Multiplier funding, we aim to address the unique challenges faced by these students and provide targeted support to ensure their academic and personal growth. Chaparral High School, MERIT and REACH Academies each have a high number of socioeconomically disadvantaged students falling in the orange performance level for suspensions. This is an area that through targeted intervention can be improved.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	D/F Rates	MERIT Academy Semester 1 D/F Rate: 42.26% SED: 41.32% Semester 2 D/F Rate: 48.7%			Decrease by 3% at each site by student group by the end of the year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 44.85%  REACH Academy Semester 1 D/F Rate: 26.09% SED: 27.93% Semester 2 D/F Rate: 25.71% SED: 26.09%  Chaparral HS Term 1 SWD: 50.72% SED: 30.60% Term 2 SWD: 36.92% SED: 27.82%				
4.2	Attendance Rates	Socioeconomically Disadvantaged Students  Chaparral - 77.5% MERIT - 78.56% REACH - 64.02%  Student with Disabilities  Chaparral - 72.4% MERIT- 81.86% REACH - 65.86%  Infinite Campus Reports			Increase by 0.5% at each site by student group by the end of the year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Suspension Rates	<p>MERIT- SWD: 2.0 suspensions per student SED: 2.9 suspensions per student Total enrollment: 64</p> <p>REACH- SWD: 4.8 suspensions per student SED: 3.9 suspensions per student Total enrollment: 22</p> <p>Chaparral- SWD: 1.6 suspensions per student SED: 2.7 suspensions per student Total enrollment: 76</p>			Decrease suspension rate by 10% at each site by student group by the end of the year	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Chaparral High Equity Multiplier	Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending Chaparral High, thereby fostering an equitable learning environment that promotes student retention, achievement, and overall well-being.	\$171,576.00	No
4.2	MERIT Academy Equity Multiplier	Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending MERIT Academy, thereby fostering an equitable learning environment that promotes student retention, achievement, and overall well-being.	\$105,261.00	No
4.3	REACH Academy Equity Multiplier	Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending REACH Academy, thereby fostering an equitable learning environment that promotes student retention, achievement, and overall well-being.	\$50,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$36,522,268.00	\$2,744,889

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.160%	0.000%	\$0.00	19.160%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> S3 Counselor Services &amp; Training</p> <p><b>Need:</b> In the California Healthy Kids Survey, students have shared that they and their peers struggle with a variety of social-emotional and mental health issues.</p> <p><b>Scope:</b></p>	By increasing student access to Tier 2 social-emotional supports for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), we strive to increase students' connection to their school and school community.	California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	<p><b>Action:</b> Wellness Centers in Libraries</p> <p><b>Need:</b> In the California Healthy Kids Survey, students have shared that they and their peers struggle with a variety of social-emotional and mental health issues.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By promoting comprehensive support and fostering essential skills for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged) like resilience, empathy, self awareness, and positive relationships, we aim to create a nurturing environment that supports the overall well-being of our students. We recognize the support will benefit all students - wellness centers in libraries provide a dedicated space for students to explore self-help and mental health resources, further promoting their well being and academic success.</p>	<p>California Healthy Kids Survey Increase School Climate Index (SCI) percentage by 1% per year for a total of 3% over three years</p>
1.5	<p><b>Action:</b> Intervention Programs</p> <p><b>Need:</b> According to our suspension and expulsion data, specific student populations are disproportionate to their peers.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In an effort to address our disproportionate suspension/expulsion rate for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), we continue to offer a robust intervention program for students, in lieu of suspension designed to approach behavior through a restorative and educational lens.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>Reduce overall suspension rate by 2% each year for a total of 6% over three years.</p> <p>Reduce overall expulsion rate by .1% each year for a total of .3% over three years.</p>
1.9	<p><b>Action:</b> Family Engagement Guidance and Participation</p> <p><b>Need:</b> To partner with parents and family to help them have meaningful participation in their students' educational journey.</p>	<p>By providing opportunities to partner with parents and families, the district is able to get a deeper understanding of what they see as priority needs for their students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), to be successful in high school and beyond. Engagement opportunities need to go beyond the district simply sharing information and also include hearing</p>	<p>Attendance to district sponsored parent and family engagement opportunities.</p>

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
	<p><b>Scope:</b> LEA-wide</p>	<p>directly from parents and families as to what they see as the biggest needs.</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> Instructional coaching cycles for teachers</p> <p><b>Need:</b> Teachers need to continue to engage with professional development to provide the best first instruction for students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Teacher coaching cycles are a powerful tool for professional growth, as they provide a structured process for continuous improvement. Through regular observation, feedback, and collaborative reflection, teachers gain insights into their instructional practices. These cycles help educators identify strengths and areas for growth, experiment with new strategies, and refine their approaches based on real-time feedback.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>Number of teachers participating in coaching cycles.</p>
<p><b>2.5</b></p>	<p><b>Action:</b> Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching)</p> <p><b>Need:</b> All teachers will continue to participate in on-going Professional Development specific to the co-teaching model as a means of ensuring that students with disabilities will have full access to the general education curriculum in the least restrictive environment.</p> <p><b>Scope:</b></p>	<p>GUHSD has embraced a co-teaching model to support all students access to curriculum that provides for a diploma. Additionally, students with disabilities experience increased opportunities for inclusion, equity and support from both a General Education and Special Education teachers in the context of a Universal Design for Learning model.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>GUHSD plans to measure the efficacy of the co-teaching model by documenting educator participation in professional development targeting the co-teaching model.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	<p><b>Action:</b> Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)</p> <p><b>Need:</b> GUHSD requires clear guidelines for IEP Teams when considering if a study skills/guided studies course is required to support students with special needs specific to the domain areas of task completion, organizational skills, self-advocacy and/or other related executive functioning skills.</p> <p><b>Scope:</b> LEA-wide</p>	<p>GUHSD believes that students with IEPs require a multi-tiered system of support to access their education. A component of a multi-tiered system of support includes determining if/when a student requires additional supports to augment IEP services. Specifically, the study skills/guided studies class will target students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), receiving SAI services outside the general education setting with the intent of improving skill areas related to organization, planning and preparation. The ultimate goal is to reduce SAI service outside of the general education setting and/or increase SAI in general education.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	Measurement of this goal will be an analysis of both the decrease in SAI hours outside of general education as well as the increase in SAI in general education.
2.7	<p><b>Action:</b> Alternative Pathways to Diploma (Mod &amp; ESN), (Mod and ESN Sped Teachers)</p> <p><b>Need:</b> Provide guidance, training and support to all ESN Teachers on the new requirements ensuring that students with severe disabilities (Participating in the CAA) have access to an alternative pathway to a diploma.</p> <p><b>Scope:</b> LEA-wide</p>	Specifically related to and beginning with 9th. grade students in the 2022-2023 school year, GUHSD has adopted exemptions for students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), found eligible for the alternative pathway to a diploma. GUHSD is required to support students who demonstrate learning characteristics of students with significant cognitive disabilities. Additionally, GUHSD has to utilize an alternate assessment process based on the students' unique cognitive abilities. It is in this context that the IEP team, led by our ESN teachers, will select a process to determine whether the student has a significant cognitive	GUHSD will measure ESN teacher participation in professional development related to the alternative pathways for a diploma exemption. Measurement will be based on the number of ESN teachers who participated in at least 1 PD annually specific to the Alt. pathway domain.

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
		<p>disability and therefore should participate in an alternative pathway for a diploma.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	
<p><b>2.8</b></p>	<p><b>Action:</b> Technology access for students and teachers through FutureForward</p> <p><b>Need:</b> Students require a digital device in order to access curriculum. Appropriate software will be purchased to support students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Student computers on a high school campus provide essential access to the curriculum by enabling students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), to engage with digital learning resources, complete assignments, and collaborate on projects. Through these devices, students can access online textbooks, educational software, and learning management systems where teachers post course materials, assignments, and assessments. Additionally, computers facilitate research, enhance digital literacy, and allow for personalized learning experiences, catering to different learning styles and paces.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>All GUHSD students will have a Chromebook.</p>
<p><b>3.1</b></p>	<p><b>Action:</b> CTE access</p> <p><b>Need:</b> Based on the CTE enrollment and completion data, we need to recruit and support unduplicated students so they will successfully complete a CTE course sequence.</p> <p><b>Scope:</b></p>	<p>By expanding our recruitment efforts to our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), more students will learn about our high-quality CTE programs, enroll in our programs, and complete a CTE course sequence. All students will benefit from the expansion of recruitment because they will learn about the benefits of CTE programs which will prepare students for postsecondary opportunities. Along with the recruitment, CTE teachers will incorporate more support strategies</p>	<p>CTE Enrollment data for all students, disaggregated by unduplicated groups.</p> <p>CTE Completion data for all students, disaggregated by unduplicated groups.</p>

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	<p>using Universal Design for Learning and student support plans, updated annually.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	
3.2	<p><b>Action:</b> Offered Programs - Honors, dual enrollment, IB, AP, VAPA</p> <p><b>Need:</b> After reviewing the demographic data for Dual Enrollment, EL, SWD, and Homeless student groups are underrepresented in participation in Dual Enrollment courses. More access and support is needed so more students can score a 3 or higher on AP exams. In addition, based on the VAPA enrollment and demographic data, SWD and EL have a high enrollment rate; however, the overall enrollment doesn't represent wide participation of all groups. Based on data from the Early Assessment Program, 68% of students are considered "college ready." Our goal is to prepare all students, including unduplicated student groups, so all students can be successful beyond high school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By providing more recruitment and support for our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), more students will enroll and successfully complete an early college course (dual enrollment, AP, or IB course), VAPA course, and take rigorous courses. The additional recruitment and support will expand opportunities for postsecondary education. The recruitment and support efforts will benefit all students because all students will have access to rigorous courses and will be able to explore areas of interest.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>Dual Enrollment rates for all students, disaggregated by unduplicated student groups.</p> <p>AP pass rates of a 3 or higher, disaggregated by unduplicated student groups.</p> <p>VAPA enrollment data, disaggregated by unduplicated student groups.</p> <p>Early Assessment Program data, disaggregated by unduplicated groups.</p>
3.3	<p><b>Action:</b> Onboard a new data system - Unified Insights</p>	<p>By providing a tool for administrators, counselors, and teachers to evaluate student needs, performance, and programs, all students, including</p>	<p>Once we establish a baseline for usage, we will</p>

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
	<p><b>Need:</b> This is a new action as a result of reviewing student performance data. Once we onboard and train administrators, counselors, and teachers, we will then evaluate the data obtained and make data-informed decisions about program improvement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>unduplicated students, will benefit from the data-informed decisions and program improvement. This will not only benefit unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), but all students will benefit and graduate college and career ready.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>determine our targeted outcome.</p>
3.4	<p><b>Action:</b> Targeted academic interventions and supports for all students</p> <p><b>Need:</b> When reviewing D/F rates and passing rates for credit recovery courses, it is clear that more quality first instruction and support is needed for unduplicated student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Quality first instruction and support for unduplicated students (EL, SWD, homeless, foster youth, and Economically Disadvantaged), as well as all students, will reduce the need for credit recovery courses. This will benefit all students because they will have the ability to take more electives, enrichment courses such as VAPA, improve access to advanced courses and career and technical education, and graduate college and career ready.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>Passing rates on credit recovery courses.</p> <p>D/F rates</p>

## 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
<p><b>1.4</b></p>	<p><b>Action:</b> School Connection Support for Foster Youth and 9th grade students</p> <p><b>Need:</b> Due to the transient nature of our Foster Youth, there is an increased need for more restorative responses as well as onboarding students to improve school connections.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>By promoting school involvement for our unduplicated pupils (foster youth) we strive to increase students' connection to their school and school community because students who are connected to their school are more likely to attend regularly and participate in their education. By promoting school involvement, all students will benefit and attend school and participate more which will improve overall wellbeing.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>Increase school engagement and participation by 5%, for a total of 10% over 2 years for each subgroup (after baseline in 24-25) as measured by a new tracking system (5-Star)</p>
<p><b>1.7</b></p>	<p><b>Action:</b> Additional Language Support Services</p> <p><b>Need:</b> Supporting families who do not yet meet the federal 15% language support requirement,</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>We have a very large number of newcomer students, doubling in number every year over the last three years, from diverse language groups. We will provide language support to families speaking languages that do not meet the 15 % federal requirement yet. This is above and beyond the required language support we provide for families speaking Spanish. Providing language support LEA-wide will help those schools who have a smaller number of language speakers other than English and Spanish</p>	<p>EL family intake interviews, EL family orientations, increase in district-wide family engagement events.</p>
<p><b>1.8</b></p>	<p><b>Action:</b> International Newcomer Center</p> <p><b>Need:</b> Increasing numbers of newcomer students and families to our district.</p>	<p>We have a very large number of newcomer students, doubling in number every year over the last three years, from diverse language groups. With more than 45% of our total newcomer students and families coming from Afghanistan and other war-torn countries, we are in need of supporting our students and families with</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>orientations to help them transition into the CA public school system as well as helping parents know what resources they have available to them and their students. Providing this support LEA-wide allows those sites with a smaller number of newcomers to take advantage of the supports we are offering their students and families.</p>	
<p><b>2.1</b></p>	<p><b>Action:</b> Designated ELD Support Courses</p> <p><b>Need:</b> Additional targeted support for English Learners by years in US schools.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Newcomer dELD course capped at 20:1 to support high quality instructions with specific attention to cultural acclimation and accelerating English language acquisition.</p> <p>LTEL courses capped at 33:1 to support high-quality instructions with a specific focus on academic language development and the language acquisition needs of LTELs.</p> <p>To ensure equity in accessing smaller class sizes, this action will be offered to all sites in our district.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>RFEP rates, lower D/F rates, improvement on ELPI</p>
<p><b>2.2</b></p>	<p><b>Action:</b> English Learner Additional Support</p> <p><b>Need:</b> Additional support to help support foundational literacy and academic language development.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Due to varied abilities in student literacy, prior schooling, and gaps in education, additional funding will be provided to all sites to provide substantial linguistic supports, supplemental curriculum to help with foundational literacy and academic language development.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	<p>RFEP rates, lower D/F rates, improvement on ELPI</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Designated and Integrated ELD Professional Learning</p>	<p>Professional learning offerings district-wide will help support and ensure that all teachers are equipped to provide integrated ELD as well as</p>	<p>RFEP rates, lower D/F rates, improvement on ELPI</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Increase knowledge, understanding, and implementation of ELD standards in iELD.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>linguistic supports to English learners. Every one of our school sites has English learners at varying Proficiency Levels.</p> <p>Refer to Appendix A (<a href="https://shorturl.at/hh4yT">https://shorturl.at/hh4yT</a>) for specific information for low performance requirements (Link: <a href="https://shorturl.at/qXeaf">https://shorturl.at/qXeaf</a>)</p>	

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

Not Applicable.

**Additional Concentration Grant Funding**

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

These schools have been established at a staff/student ratio that is superior to the other District schools (i.e. fewer students per staff member). Staff is defined as district employees assigned to the school site providing services. Please refer to the URL for corresponding Goals, Actions, and Metrics for individual school sites.  
<https://shorturl.at/vFNNX>

Over 55%

- El Cajon Valley High School - 94.02%
- MERIT Academy - 89.06%
- Chaparral High School - 85.53%
- Mount Miguel High School - 83.33%
- Monte Vista High School - 79.57%
- REACH Academy - 77.27%
- IDEA Center High School - 73.91%
- Valhalla High School - 68.62%
- ELITE Academy - 68.42%
- Grossmont High School - 65.13%
- Granite High School - 63.17%

El Capitan High School - 57.49%

Under %55

Santana High School

West Hills High School

Grossmont Middle College HS

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:28.81	1:23.55
Staff-to-student ratio of certificated staff providing direct services to students	1:18.23	1:16.75

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	190,617,269.00	36,522,268.00	19.160%	0.000%	19.160%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$36,522,268.00	\$9,677,826.00	\$0.00	\$1,224,893.00	\$47,424,987.00	\$40,275,560.00	\$7,149,427.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	S3 Counselor Services & Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,220,000.00	\$25,430.00	\$45,430.00	\$1,200,000.00			\$1,245,430.00	
1	1.2	Mental Health Services	All	No			All Schools	ongoing	\$0.00	\$1,200,000.00		\$1,200,000.00			\$1,200,000.00	
1	1.3	Wellness Centers in Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,974,586.00	\$0.00	\$1,974,586.00				\$1,974,586.00	
1	1.4	School Connection Support for Foster Youth and 9th grade students	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	\$227,518.00	\$38,000.00	\$131,759.00			\$133,759.00	\$265,518.00	
1	1.5	Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$706,697.00	\$153,028.00	\$593,198.00	\$266,527.00			\$859,725.00	
1	1.6	Increase Positive Attendance	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	Additional Language Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$482,970.00	\$86,673.00	\$569,643.00				\$569,643.00	
1	1.8	International Newcomer Center	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	ongoing	\$647,061.00	\$10,000.00	\$657,061.00				\$657,061.00	

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
						ated Student Group(s)										
1	1.9	Family Engagement Guidance and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$18,000.00	\$18,000.00				\$18,000.00	
2	2.1	Designated ELD Support Courses	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$2,993,395.00	\$40,000.00	\$3,033,395.00				\$3,033,395.00	
2	2.2	English Learner Additional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$52,000.00	\$0.00	\$52,000.00				\$52,000.00	
2	2.3	Designated and Integrated ELD Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$23,680.00	\$76,196.00	\$99,876.00				\$99,876.00	
2	2.4	Instructional coaching cycles for teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$866,054.00	\$30,000.00	\$235,203.00	\$660,851.00			\$896,054.00	
2	2.5	Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$5,739,212.00	\$0.00	\$5,739,212.00				\$5,739,212.00	
2	2.6	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$5,739,212.00	\$0.00	\$5,739,212.00				\$5,739,212.00	
2	2.7	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$5,739,212.00	\$0.00	\$5,739,212.00				\$5,739,212.00	

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
						Low Income										
2	2.8	Technology access for students and teachers through FutureForward	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$275,453.00	\$2,818,445.00	\$2,818,898.00	\$135,000.00		\$140,000.00	\$3,093,898.00	
3	3.1	CTE access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$5,564,432.00	\$1,265,226.00	\$3,192,788.00	\$2,907,396.00		\$729,474.00	\$6,829,658.00	
3	3.2	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,282,771.00	\$584,228.00	\$155,000.00	\$2,661,799.00		\$50,200.00	\$2,866,999.00	
3	3.3	Onboard a new data system - Unified Insights	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00	
3	3.4	Targeted academic interventions and supports for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$5,646,046.00	\$322,625.00	\$5,477,795.00	\$319,416.00		\$171,460.00	\$5,968,671.00	
4	4.1	Chaparral High Equity Multiplier	All Students with Disabilities	No			Specific Schools: Chaparral High School 9-12	ongoing	\$0.00	\$171,576.00		\$171,576.00			\$171,576.00	
4	4.2	MERIT Academy Equity Multiplier	All Students with Disabilities	No			Specific Schools: MERIT Academy 9-12	ongoing	\$95,261.00	\$10,000.00		\$105,261.00			\$105,261.00	
4	4.3	REACH Academy Equity Multiplier	All Students with Disabilities	No			Specific Schools: REACH Academy 9-12	ongoing	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
5	5.9							ongoing								
5	5.10							ongoing								

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
190,617,269.00	36,522,268.00	19.160%	0.000%	19.160%	\$36,522,268.00	0.000%	19.160 %	<b>Total:</b>	\$36,522,268.00
								<b>LEA-wide Total:</b>	\$31,978,534.00
								<b>Limited Total:</b>	\$4,543,734.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	S3 Counselor Services & Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,430.00	
1	1.3	Wellness Centers in Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,974,586.00	
1	1.4	School Connection Support for Foster Youth and 9th grade students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$131,759.00	
1	1.5	Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$593,198.00	
1	1.7	Additional Language Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$569,643.00	
1	1.8	International Newcomer Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$657,061.00	

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	1.9	Family Engagement Guidance and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	
2	2.1	Designated ELD Support Courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,033,395.00	
2	2.2	English Learner Additional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$52,000.00	
2	2.3	Designated and Integrated ELD Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$99,876.00	
2	2.4	Instructional coaching cycles for teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,203.00	
2	2.5	Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,739,212.00	
2	2.6	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,739,212.00	
2	2.7	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,739,212.00	
2	2.8	Technology access for students and teachers through FutureForward	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,818,898.00	
3	3.1	CTE access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,192,788.00	
3	3.2	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,000.00	
3	3.3	Onboard a new data system - Unified Insights	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$250,000.00	

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			
<b>3</b>	<b>3.4</b>	Targeted academic interventions and supports for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,477,795.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$46,921,662.00	\$56,850,108.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Staff	Yes	\$8,020,118.00	\$18,354,452.00
1	1.2	Relevant and high quality curriculum, instruction, and technology	Yes	\$6,185,959.00	\$6,599,000.00
1	1.3	Targeted interventions and supports	Yes	\$7,432,300.00	\$7,639,408.00
1	1.4	Post Secondary Planning	Yes	\$228,000.00	\$155,000.00
1	1.5	High quality CTE Programs	Yes	\$6,708,204.00	\$6,599,658.00
1	1.6	English Learner Support	Yes	\$337,572.00	\$330,824.00
1	1.7	Visual and Performing Arts	No	\$2,471,860.00	\$1,970,597.00
2	2.1	Family Engagement Guidance and Participation	Yes	\$2,147,432.00	\$2,328,061.00
2	2.2	Mental Health Support and Resources	Yes	\$4,718,364.00	\$4,097,567.00
2	2.3	Social emotional learning and support	Yes	\$511,608.00	\$526,856.00
2	2.4	Student safety (on site and online)	Yes	\$7,015,564.00	\$7,312,521.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Staff Professional Learning	Yes	\$521,200.00	\$344,176.00
3	3.2	EL Staff Professional Learning	Yes	\$35,000.00	\$87,639.00
3	3.3	Professional Learning Communities	No	\$100,000.00	\$51,386.00
3	3.4	New Teacher Induction Program	No	\$430,000.00	\$394,482.00
4	4.1	Professional Learning	No	\$58,481.00	\$58,481.00
4	4.2	UDL Profile	No	\$0.00	\$0.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$36,638,902.00	\$32,966,553.00	\$36,638,902.00	(\$3,672,349.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Highly Qualified Staff	Yes	\$7,986,078.00	\$18,317,675.00		
1	1.2	Relevant and high quality curriculum, instruction, and technology	Yes	\$3,635,347.00	\$2,336,291.00		
1	1.3	Targeted interventions and supports	Yes	\$5,963,944.00	\$4,349,298.00		
1	1.4	Post Secondary Planning	Yes	\$228,000.00	\$155,000.00		
1	1.5	High quality CTE Programs	Yes	\$3,000,000.00	\$147,495.00		
1	1.6	English Learner Support	Yes	\$126,876.00	\$103,750.00		
2	2.1	Family Engagement Guidance and Participation	Yes	\$1,849,103.00	\$1,935,289.00		
2	2.2	Mental Health Support and Resources	Yes	\$2,825,092.00	\$1,629,309.00		
2	2.3	Social emotional learning and support	Yes	\$315,425.00	\$327,826.00		
2	2.4	Student safety (on site and online)	Yes	\$6,876,688.00	\$7,144,019.00		
3	3.1	Staff Professional Learning	Yes	\$125,000.00	\$105,311.00		
3	3.2	EL Staff Professional Learning	Yes	\$35,000.00	\$87,639.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.



# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$192,851,553	\$36,638,902.00	0	18.998%	\$36,638,902.00	0.000%	18.998%	\$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](mailto: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.

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - 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.

## 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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- 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).